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THE DESIGN AND IMPLEMENTATION OF AN EVALUATIVE INSTRUMENT
FOR THE SELECTION OF APPROPRIATE INSTRUCTIONAL MATERIALS
USED WITH HISPANIC STUDENTS

A Dissertation Presented

By

ANAIDA COLON-MUNIZ

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1983

Education



Anaida Colon-Muniz
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1983

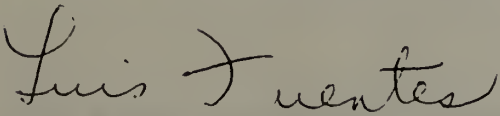
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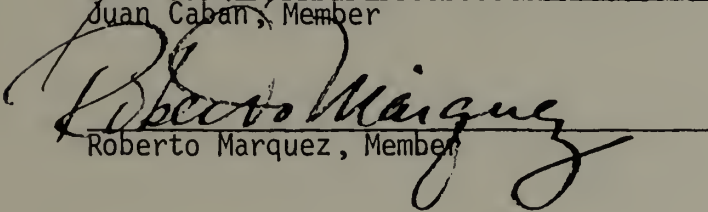
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Luis Fuentes, Chairperson of Committee



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To

My Parents, Antonio and Herminia

and

My Husband and Son, Mac Lee and Marco Antonio

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ABSTRACT

The Design and Implementation of an Evaluative Instrument for the Selection of Appropriate Instructional Materials Used with Hispanic Students

(May 1983)

Anaida Colon-Muniz, B.A., Harpur College
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The purpose of this study was to determine the effectiveness of an Instructional Materials Evaluation Instrument (IMEI) as a training tool for teachers of Hispanic students. The researcher was interested in how teachers who were not formally trained in previewing techniques would fare when compared to teachers trained in those areas as well as in the use of the Evaluation questionnaire. Teacher recommendations for modifications were to help shape the Evaluation Instrument into a handbook for the selection of appropriate materials used with Hispanic students.

The study proceeded through the use of two approaches. First, a descriptive procedure was employed which described the characteristics, needs and areas of interest of two sample groups of teachers. Descriptive research was used to compare group relationships. Action research was used as the second approach for the purpose of solving the problem as identified, with direct application to the real world. Univariate analysis, variable distribution, statistical summary average, cross-tabulations and content analysis were applied to specified data.

The study developed three distinct questionnaires: (1) a needs assessment questionnaire; (2) an Instructional Materials Evaluation Instrument (IMEI); and (3) an evaluation questionnaire to determine the effectiveness of IMEI.

This study demonstrated that, with minor modifications, the Instructional Materials Evaluation Instrument can be used successfully as a training tool and to assist teachers in the given school district with the critiquing of educational materials used with Hispanic students. This is evidenced by the findings which indicated that although there were significant differences between both groups demographically and in their selection of materials, there were no significant differences between them in their use and assessment of the IMEI. Their collective responses indicated that the Instructional Materials Evaluation Instrument is important and will help teachers in the previewing of materials. Also, their use of the IMEI made them more aware of the importance of previewing materials and of identifying issues relevant to the use of materials with Hispanic students.

In conclusion, the Handbook for the Selection of Appropriate Materials Used with Hispanic Students, developed as a result of this study, is a training device for teachers, whether or not they have been formally trained in materials evaluation.

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CHAPTER I

INTRODUCTION

. . . It is probably harder today than previously to make schooling "relevant" for the diversity of students who flood the institutions of learning; but a second form of change, the dazzling evolution of technology that is now only a few decades old, may help educators to meet the challenges of a dynamic society (Kinder, 1973, p. 3).

Children today are exposed to an information-rich environment composed of people, places, foods, objects, and information--giving machines. A child's self-concept develops under the influence of his/her first experiences with family, friends and other elements in the environment. If these are positive, s/he will probably develop a positive self-image. For the culturally different child, this is extremely important when confronting the environment outside of the home. Once a child goes to school, his/her self-image is again influenced; it is challenged and tested. The kinds of information s/he receives, experiences and encounters must nurture that positive self-image, lest it be shattered by prejudices. In the State of California Guidelines for the Evaluation of Instructional Materials in the Sacramento Schools, it states:

Children pattern their interests, prejudices and ideals after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain; their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative affects of the school experience is well documented. The legislature recognized the vital role instructional materials can play in the formation of a child's attitudes and beliefs (California State Department of Education, 1974, p. 170).

While the use of varied and exciting instructional media should be implemented when working with inner-city bilingual children, the screening and selection of the materials for biases are of utmost importance. Several factors must be considered so that the information portrayed or given via a particular medium is accurate and reflective of the cultural and racial diversity and the female and male roles in this country. The Guidelines state:

Instructional materials must encourage students to understand not only the historical roles and contributions of women and minorities, but also the forces which shaped those roles and contributions and how and why the contemporary roles and contributions of women and minorities are different (Guidelines, 1974, p. 170).

Historically, educational institutions in the United States have pushed the so-called "melting pot theory" of monolingual-monoculture and either excluded those children considered "different" or labelled them "deprived" and totally immersed them in the dominant culture and language. It has been proven in federal and state courts that the public schools have failed to provide equal educational opportunity to students of "minority" background. The Institute for Cultural Pluralism of the San Diego State University explains, "United States institutions have insisted on a view of the country as comprising a monolingual-monocultural society with white, anglo-saxon, protestant standards. The reality is quite different; the United States functions through a multicultural-multilingual society" (San Diego State University, 1976, p. 172). This insistence has created a series of biases which have been perpetuated through every aspect of American society. The National Education Association claims:

The myth of the melting pot has burdened our entire society with a number of undemocratic and destructive assumptions:

1. The self-worth of an individual is directly related to the extent of the individual's conformity to the monocultural ideal.
2. To whatever degree a person looks, behaves or sounds different from the monocultural ideal, that person or group is inferior.
3. The culturally different are not to be trusted.
4. In order to avoid being treated unfairly when dealing with persons or groups who are culturally different, it is necessary to establish the superiority and power position of one's own group (Lazarson, 1975, p. 5).

Biases are found in the form of stereotypes, omissions, and misrepresentations, and have influenced and are perpetuated by individuals' attitudes (school board members, administrators, teachers) as well as by print and non-print media. The Institute asserts that, "embodied in curricula and materials, these 'assumptions' have warped our view of history and have distorted United States majority society perceptions of other peoples" (San Diego State University, 1976, p. 5).

One example of these is the assumption that the United States expanded from the east coast to the west coast and that it is solely an Anglo product. According to Carlos E. Cortez, ". . . most books on U.S. history and society give only token recognition to the fact that cultures existed in the west prior to the coming of the European; that explorers and settlers came north from Mexico into that area during the sixteenth, seventeenth, eighteenth, and early nineteenth centuries; and that Mexicans were living in the southwest when the U.S. invaded the area in 1846" (Cortez).

A more realistic view and description of U.S. history and expansion would thoroughly discuss Native American civilizations and their

relationship with the United States and with Mexico during the expansion into and invasion of Native American territories. Also, important in the understanding of U.S. history is the relationship between the United States and the Mexican southwest prior to and after 1846 (Mexican American War).

Another example of a common assumption is that Americans are all white--European descent, representing the majority, while a handful or "minority" of non-European ethnic and racial background peoples have slipped into the national scene by some historical chance. It is interesting to note that on an historical timeline the participation of many of these "minorities" in early United States history anticipates or equals the arrival of many Europeans which are considered part of the "majority." These assumptions have served to build animosities between citizens of different backgrounds.

Educational Media plays a central role in the perpetuation of myths and negative stereotypes about U.S. history and U.S. citizenry. The content and messages in educational materials affect student and teacher alike. If one of today's educational goals is to begin correcting some of the negative assumptions, myths, and stereotypes that have distorted U.S. history and posed serious problems to the national well-being, then teacher awareness and application of previewing skills are essential.

Needless-to-say, this alone will not be the "cure" for United States social and national "ills," but the researcher feels it is a step in the right direction.

Purpose of the Study

The major purpose of this study was to determine the effectiveness of an Instructional Materials Evaluation Instrument (IMEI) as a training tool for teachers of Hispanic students. The researcher was interested in how teachers who were not formally trained in previewing materials for level, content, visuals, and technical aspects, would fare in comparison with teachers trained in those areas as well as in the use of the IMEI. The researcher was also interested in the teachers' acceptance of such an instrument, its effect on their previewing awareness, and their willingness to share their comments on materials they have previewed. Their recommendations for modifications were to help shape the final IMEI and include it in a Handbook for the Selection of Appropriate Materials Used With Hispanic Students.

Rationale and Significance of the Study

Evaluation instruments are readily available to educators working with populations such as early childhood, special needs, and secondary. Also available are instruments for the evaluation of the general quality of instructional media; i.e., technical quality, level appropriateness.

Various educational institutions and interested non-profit organizations have made available guidelines or criteria for the evaluation of the treatment of sex, race, and ethnic issues. There are, however, limited evaluation instruments for the particular needs of the Hispanic

student population that can be used by teachers. While the level of appropriateness, technical and physical aspects, ethnic and sex items can be screened using several of the available checklists and criteria, no one instrument that was reviewed in the literature contained all of the above items. Other important considerations for the selection of materials to be used with Hispanic students are: the bilingual-bicultural reality and possible biliteracy of the student, their need for a positive self-image to limit the effects of negative stereotypes promoted in materials, and the development of critical thinking (reading and viewing) skills.

Rarely are teachers of Hispanic students given the tools necessary to evaluate materials they intend to use with their students. If available, they may rely on published annotated lists, such as the Epie Report, or other annotated bibliographies. The Council for Interracial Books for Children is an excellent resource for attaining information about published materials on issues of sex, race, ethnicity and other fairness issues. But teachers need to become familiar with the criteria items themselves, so that they can learn to discriminate between appropriate and inappropriate educational materials. A structured evaluation instrument can provide the means by which teachers cannot only evaluate materials they are using but also pass on that valuable information to other teachers. This feedback could also help library and resource center personnel, as well as program administrators who purchase the educational materials. Publishing companies may also use teacher feedback to better materials that they are producing. Few

companies seem to take the time to have their materials piloted. In the researcher's personal review of educational materials targeted for Hispanic populations, the researcher encountered inappropriate use of Spanish (misspellings and mispronunciations), omissions and historical distortions, biases and stereotypes in the content as well as in visuals, technical imperfections in the sound of audio cassettes, incorrect picture and language integration, and other errors that could have been avoided or corrected had the publishers been sincerely interested in presenting appropriate materials. Since the major focus seems to be to produce materials that will sell because of a catchy name or theme, teachers must be aware. Only through this awareness and through the thorough examination and criticism of commercial materials will producers begin to worry about the accuracy of the content and quality of the material.

The most important aspect of this study, however, is to provide teachers working with Hispanic students with a Handbook, including methodology, terminology, and an adequate checklist that will assist them in the critiquing of appropriateness and inappropriateness of particular items in a given educational material.

Assumptions

It is assumed that one of the effects of technology has been the movement of peoples. In the United States, mobility has encouraged a highly diverse population. This, of course, is most evident in large cities. But even what may seem the most remote rural community has felt

the impact of diverse peoples as a result of mobility. One reason why it is important to mention this phenomenon is because of the great numbers of migrant workers moving from the agricultural sector of this country to another whose children periodically attend the area public schools. Ethnically, migrant workers are mostly Hispanics (mainly Chicano and Puerto Rican) and Blacks. Their children have probably experienced innumerable living and school circumstances. It is important for the teachers of these children to be sensitive to their reality. Many have experienced living in towns and cities in various temperature zones, on different types of terrain, in varied housing units, through various means of travel and eating different kinds of foods. We could assume that cultural traits and language are two constant factors in their lives. Perhaps these are two important factors, then, that a teacher of such children should consider when preparing the curriculum. Important factors that could make learning materials and curriculum most relevant should never be overlooked.

It is also assumed that the urban setting is where cultural diversity is most evident in most classrooms. There are immigrants as well as first- and second-generation Americans who maintain cultural and linguistic ties with their particular ethnic group. But most outstanding are those ethnic groups which are considered the "minorities" of America. Some of their members come from families who lived in this territory, now known as the United States, for generations before its occupation by "Americans." Such is the case with Native Americans (even those living in Indian territories known as reservations are indirectly

governed and certainly affected by American policies), and with Chicanos (particularly those predominantly residing in the western and southwestern states). Others considered as "minorities" include Puerto Ricans, Chinese-Americans, Japanese-Americans, other Latin-Americans, and, under certain circumstances, Jewish-Americans and Italian-Americans. These categorizations are reflective of the history of this country and therefore are subject to change. A people who have also retained a minority status throughout the history of this country, although they helped to build it, are the Black Americans.

Theoretical Positions

The factors of culture and race, language, and socioeconomics have finally found their way back into the classroom. For a lengthy period of time in the history of education in the United States, the above factors were either poorly dealt with or not dealt with at all. This attitude was reflected in teacher training institutions, administrators, classrooms and instructional materials. But due to the push for civil rights by Blacks in this country, as well as for the uprisings in (poor) urban communities of various ethnic groups, things began to change. The insistence for equal rights moved from the streets to the college campuses and to public institutions. To some extent, and perhaps at different levels, these struggles continue today. But one of the most exciting nationwide movements in education led to the programs we know today as bilingual-bicultural education and multicultural education. The need for all minorities to be represented in education so

that the academic needs of their children could be met was recognized formally in courts of law. (See Appendix A.) This was a major step for people of diverse linguistic and cultural backgrounds in the United States given the evolution of educational policy and history in this regard.

Bilingual Education. Educational policy in the United States has taken several directions throughout history, but to this day there exists conflict amongst some government policies, local educational agencies and the needs and demands of the diverse groups in the general populace. Bilingual Education is one such center of conflict. Although the academic needs of all children, regardless of linguistic, cultural, or socioeconomic background, should be met by school districts, according to the law, there is constant resistance by traditional local educational agencies to accept bilingual education as a viable educational alternative.

Throughout the history of the world (including early U.S. history), lingualism has been viewed as the "mark" of an educated person (NACBE 80-81). In the United States, as elsewhere, children of well-to-do families have been sent to foreign schools or foreign language programs to become lingual. Private bilingual schools were set up before the turn of the century by European immigrants (i.e., German). These flourished to meet the cultural, linguistic, academic, and religious needs of their children.

However, several historical events have served to create conflict about the idea of bilingualism. In the United States during World War I,

a fear of "foreigners" (especially people of German background) ensues and the nation moves to nationalize and Anglicize everything, including the schools. Simultaneously those that were "different" or looked "suspicious" were separated and ostracized.

Another source of conflict to the idea of bilingualism came about in the turn of the century with the wave of northern European immigrants which were confronted by a "learn English" America, which ridiculed their attempts to maintain their heritage. This established assimilation patterns for all whites creating the so-called "Melting Pot Theory." This, of course, was different from the experience of earlier immigrants who maintained strong ties with their heritage, as well as from those who were not allowed assimilation (i.e., Chinese). From its conception, the "Melting Pot Theory" which came from a play written by Israel Zangwill in 1909 revealed the common feelings about the making of the "American," which excluded all but most European ethnic groups.

America is God's crucible, the great Melting Pot where all the races of Europe are melting and reforming! Here you stand, good folk, think I, when I see them at Ellis Island, here you stand in your fifty groups with your fifty languages and histories, and your fifty hatreds and rivalries, but you won't be long like that, brothers, for these are the fires of God. A fig for your feuds and vendettas! Germans and Frenchmen, Irish and Englishmen, Jews and Russians--into the Crucible with you all! God is making the American. . . . The real American has not yet arrived. He is only in the Crucible. I tell you--he will be the fusion of all races--the coming superman (Israel Zangwill, The Melting Pot, 1909, play) [Teidt and Teidt, 1979, pp. 2-3].

This playwright's idea of races really included only the white race. In the creation of his concoction, he forgot or totally eliminated several basic ingredients. The African, Asian, and Native American were

absolutely ignored from that recipe--and yet the contributions made to this country by members of those groups actually set the table for that all-American super stew.

Peoples of Hispanic background were also eliminated from the original "melting pot" recipe. The anti-Spanish feelings brought to the United States by the British contributed to what Carlos Cortez calls "Hispaniophobia" which had roots in the struggle by European powers for the territories in the so-called "New World," which were first claimed by Spain (Cortez). This and the events taking place as the result of the United States expansionist philosophy known as "Manifest Destiny" have also helped form the basis for conflict in Bilingual Education today, particularly with respect to Hispanics.

In the mid- and late-nineteenth century, the United States undertook a national crusade to convince the populace of its almost God ordained destiny to expand into all directions of the North American continent. John L. Sullivan, the editor of the newspaper The United States Magazine and Democratic Review in the 1840s, "told his readers it was the 'manifest destiny' of the United States to take all the land between the oceans" (Finkelstein, Sandifer and Wright, 1971, p. 161). In 1846, a war broke out between the United States and Mexico which Ulysses S. Grant, who was an officer in the war, ". . . later called . . . the most unjust ever waged by a stronger nation against a weaker nation." He felt it had happened, ". . . to acquire territory out of which slave states might be formed" (Finkelstein, Sandifer and Wright, 1971, p. 166).

Of course, after this war the United States gained territories with residents speaking Spanish and various Native American languages. These peoples did not voluntarily come to the United States to become citizens and give up their lands. Their desire was to remain in their land and many desired to maintain their cultural heritage.

In 1898, the United States engaged in the Spanish-American War which was started because of the mysterious explosion in Havana Harbor which sank the American battleship Maine. Although the expansionist movement had slowed somewhat by the 1880s, the Industrial Revolution and Industrial Boom caused industrialists to seek new markets and sources of raw material. Again the idea that the United States was destined to civilize underdeveloped nations and expand became popular. As the historian John Fiske stated, "The work which the English race began when it colonized North America is destined to go on until every land on the earth's surface that is not already the seat of an old civilization shall become English in its language, in its religion, in its political habits and traditions" (Epica Task Force, 1973, p. 10).

Big business advocates made their intentions clear with statements like:

American factories are making more than the American people can use. American soil is producing more than they can consume. Fate has written our policy for us; the trade of the world must and shall be ours. . . . Great colonies governing themselves, but flying our flag and trading with us, will grow about our posts of trade. And American law, American order, American civilization and the American flag will plant themselves on shores hitherto bloodied and benighted, but by those agencies of God henceforth made beautiful and bright (Epica Task Force, 1973, p. 10).

The U.S. Secretary of State James G. Blane made the United States desire for Puerto Rico, Cuba, and Hawaii better known.

I think there are only three places that are of value enough to be taken; one is Hawaii and the others are Cuba and Puerto Rico (Epica Task Force, 1973, p. 10).

Many Puerto Ricans, of course, were aware of United States interest while others felt the United States would assist them in the move towards independence. This editorial in a Puerto Rican newspaper, La Democracia, reveals the concern about United States interests.

The American nation is a dangerous neighbor, especially for Cuba, the Dominican Republic, and Puerto Rico. We must trust very little in her statements. We must not fall asleep, and must keep watchful eyes on the Florida Channel. Anglo-American traditions are not the most reassuring.

There you have Mexico, invaded and dismembered, due to the greed of the Colossus. There you have Nicaragua, where they arrived one day, stirring troubles and difficulties. The North American Republic is too powerful to relax her pressure on the weak Latin American Republics.

On the alert, then . . . the United States urgently needs to establish a position in the Antilles. In 1891, they talked and acted in this direction, without beating around the bush (Epica Task Force, 1973, p. 12).

The rush for land expansion and for the promotion of "American" or, more specifically, the English language and "English ways" becomes the unwritten policy for future immigrants and forced migrants.

And so, with the United States taking possession of lands formally owned by Mexico and Spain, these new citizens are the source of new conflict to the process of Anglicization. These peoples cannot be considered as the "typical" immigrant who voluntarily relocated to the United States, and in many cases gave up their former identities, loyalties--some even their family names. Two groups, more specifically

the Mexican-Americans and Puerto Ricans, move constantly between the United States and their former homeland--where they speak Spanish and practice their cultural traditions. Again, this situation is different from immigrants who planned to never return to their respective countries.

These important factors are oftentimes overlooked, even by bilingual educators, who feel bilingual education is only temporary and transitional. But, although Bilingual Education serves more than Spanish-speaking children (there are at least forty-six languages being served), the particular needs of Hispanic children must be emphasized and realized. Those children whose reality is a bilingual-bicultural one who must "shift gears" constantly between family and school, United States to Puerto Rico or Mexico, have needs that go beyond that of children whose parents want them to transition into all-English America. In the former cases, bilingualism is survival. The other factor which remains, of course, is that of cultural and linguistic "minorities" of the United States who, by choice, want to become and remain bilingual and bicultural. They recognize and believe there is no need to sacrifice one language and culture to acquire another--regardless of national loyalties. Given a world perspective, bilingualism is a necessity as well as a luxury. There are many fears about bilingualism and biculturalism in the United States. Opponents promote fears of divisiveness and separatism which are unfounded. More concern should be placed on philosophies supporting racism and sexism. These have truly served to divide the citizens of this country.

Bilingual-Bicultural Education, although it began as a compensatory program (The Bilingual Education Act of 1968) to help the "educationally disadvantaged because of their inability to speak English" (Senate Report 90-726, p. 49), is now focusing more and more on assuming, ". . . an entirely new purpose in helping the United States to achieve a language policy which considers multilanguage capability as an asset" (NACBE, 1980-1981, p. 3). This is an educational alternative which could serve the diverse language needs of all children who wish to participate.

Ideally, Bilingual-Bicultural or Multicultural Education means to promote bilingualism-biculturalism within the learners via instruction in two languages, and, at least, two cultures. Participants in the diverse programs range from non-English speaking, to partial bilinguals and happily, in certain cases, to full bilingual, bicultural and biliterate individuals. Major objectives, according to the Rutger's Institute, are stated below.

- To enable children to achieve fluency and literacy in both languages.
- To enable children to function in both cultures (American and native).
- To enable children to progress in academic subjects at the same rate as other children.
- To enable children to develop a positive self-concept and pride in their dual linguistic and cultural heritages.

Outlined below are the statements prepared by the Institute for Intercultural Relations and Ethnic Studies which clarify some of the issues and misconceptions about Bilingual Education today.

1. What Bilingual Education Is NOT

- a. Bilingual (rather than monolingual English) learning is NOT an un-American activity, but an alternative to educational failure for children with limited English knowledge.
- b. A bilingual program is NOT a watered down curriculum in which to "unload" non-English and partial bilingual speakers who do not "fit" into the regular classes; it simply parallels the academic program offered to other students qualitatively and quantitatively.
- c. A bilingual program is NOT a program strictly designed for Spanish speakers: it serves any language group whose children possess limited English ability.
- d. A bilingual program is NOT an ESL program, but one including an ESL component, as well as native language instruction.
- e. The ESL component in a bilingual program is NOT synonymous with "remedial English" or "remedial reading," but consists of a highly specialized form of English instruction.
- f. The "history and culture" component in a bilingual program is NOT an expression of minority group militancy, nor is it a brainwashing program of forced assimilation, but instead an attempt to facilitate intergroup relations through knowledge and understanding.

2. What Unconscious Factors Undermine Bilingual Education

- a. The middle-class orientation of school administrators and teachers who expect non-English and partial bilingual learners to measure up to culturally irrelevant standards.
- b. The alienation of bilingual parents and students from school values, which leads them to suspect educational policies, including those related to bilingual education.
- c. The preconceived and erroneous notions of most American teachers and bilingual students about each other's motives and expectations.

- d. The human tendency to misinterpret individual behaviors on the basis of cultural stereotypes.
 - e. The negative feelings associated with foreign accents and "foreign" ways.
 - f. The hidden resentment of second- and third-generation immigrants whose parents "made it" without "preferential" treatment.
3. What Negative Effects of Bilingual Education Are Provided by Federal Funding
- a. Bilingual education has become associated with "poverty" programs, rather than with "enrichment" programs.
 - b. Bilingual education has become synonymous with "compensatory," rather than with "quality," education.
 - c. Bilingual education has become interpreted as a "transitory" form of instruction, rather than a "maintenance" program leading to balanced bilingualism and biculturalism.
 - d. Bilingual education has become "suspect," as a possible form of segregation, rather than one of instructional individualism.
 - e. Bilingual education has become identified with "preferential" hiring practices (restricted to minority personnel), rather than with truly "equal" employment opportunity.
 - f. Bilingual education has become accepted as a costly educational experiment, rather than one of long-term economy (through the elimination of costly grade retention, remedial instruction, and dropout prevention) [Rutgers, 1978].

Misinformation about bilingual education is prevalent everywhere. To date even researchers seeking to study the advantages and disadvantages of bilingual-bicultural education have allowed biases to intervene in meaningful research. Oftentimes they have neglected important variables, such as socioeconomic status, ethnic background, sex, and

age. Unfortunately, these biases are overlooked and the results of incomplete or inaccurate research are used to attack bilingual education. Seldomly do they resort to the statistical evidence that is available about the failures of the all-English public school system with regard to limited-English-speaking students and of the successes of bilingual education. More evidence is being made available to support the positive effects of bilingual education. According to Jim Cummins, "although there is a widespread perception that bilingual education has yet to prove its effectiveness . . . findings of the available, well-controlled research are strongly supportive to the basic principle underlying bilingual education. . . . Troike (1980) reviewed twelve evaluations and several research studies in which bilingual education was found to be more effective than English-only instruction in promoting English academic skills" (California State Department of Education, 1982, p. 25).

Although there are bilingual and multicultural programs which are successfully assisting students to acquire dual language skills and learn about diverse cultures, and although many monolingual teachers are becoming more aware of the needs of students from diverse backgrounds, the materials teachers may come across are not always appropriate. The remnants of the "monolingual-monocultural" ideal (which still exists) can be found in instructional materials revealed through biases, stereotypes, and omissions.

The review of the literature in Chapter II, which follows the definition of terms, will highlight information on the particular needs of Hispanic students and on instructional materials.

Definition of Terms

The following terms are defined for the purposes of this study with particular attention to their relationship with educational materials:

Authenticity: According to Webster, authenticity implies reliability and genuineness, ". . . stressing that the thing considered is in agreement with fact or actuality" (Webster, p. 93). In educational materials, it is the fair presentation of well-researched content and illustrations which are not distorted by stereotyping, bias, superficiality, omissions, or incorrect information.

Bias: Defined as "a mental leaning in favor or against someone or something" (Webster, p. 1122), bias in educational materials is the tendency to give unequal treatment to the subjects in the content or illustrations. This is especially evident in content or illustrations dealing with culture, race, politics, religion, sex, language, socioeconomic class and history which favor one (usually the dominant society's culture, race, etc.) over those that differ or oppose it.

Diversity: "The condition of being different, or having differences . . . in terms of ethnic background, religion, language, culture--all that goes into

producing the rich cultural pluralism we have in the United States" (Teidt and Teidt, 1979, p. 117). Diversity also refers to differences within any particular group. This is especially evident in educational materials which reflect the racial, ethnic, religious, political, sexual, socioeconomical, and linguistic diversity which exists within groups as well as between groups in the United States and the world, and presents these differences fairly.

Educational Media: According to the Association of Educational Communications and Technology, educational media are defined as those things which are manipulated, seen, heard, read, or talked about, plus the instruments which facilitate such activity (AECT). The terms "Instructional Media" and "Educational Media" are used interchangeably.

Instructional Materials: A term employed to refer to both print and non-print media (sometimes referred to as "software"). Examples are: books, films, slides, posters, audio cassettes, and the like. The terms "Instructional Materials" and "Educational Curriculum Materials" are used interchangeably.

Prejudice: "A judgement or opinion formed before the facts are known; unreasonable bias; suspicion; intolerance of other races, creeds, regions,

occupations" (Webster, 1974, p. 1122). Authors and illustrators of instructional materials who promote stereotypes about a certain group can create or reinforce prejudices that the viewers have about that group.

Stereotype: A generalization that, in the natural process of categorization or grouping objects or people, becomes a "narrow categorization system" resulting from limited experience (Teidt and Teidt, 1979, p. 127). Over-generalizations or stereotypes in instructional materials promote narrow perceptions about the content. When dealing with ethnic groups, families, etc., these can create fixed perceptions about individuals, family life, class, etc., which are not authentic.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature will focus on the three following areas: The first will be a review of the literature discussing important basic considerations with which educators working with Hispanic students need to be familiarized. This will help establish the base supporting the basic premise that materials used with Hispanic students need to be evaluated in a particular manner; one which considers the importance of such basic factors as language, culture, values, motivation, identity, and the need for critical thinking skills.

The second area will be on the literature available by projects, organizations and individuals who have reviewed materials used in bilingual education and on materials dealing with Hispanic issues and themes.

The third area of review will be on a sample of educational materials. This will provide a background of the existing instructional aids and support the purpose of the study, since it will help demonstrate the need for one comprehensive instrument for the evaluation of materials used with Hispanic students.

All of the literature reviewed solely provided background for the study. No significant literature on this topic was found in the ERIC search, or library search. In a personal search, via correspondence, telephone and personal contact, for materials developed by state school departments, local school districts, and non-profit organizations, important supportive information, criteria, guidelines and definitions

were gathered, but no one source provided adequate information or an evaluative methodology directly related to the needs of Hispanic students. Since these sources were varied, those that are published appear in the Bibliography, others appear in Appendix E.

Once an educator has decided to provide a rich classroom environment and include various media forms as instructional materials, there are several important factors to consider so that the materials are most appropriate and most relevant to the students in the class and their needs. Understanding the meaning of several terms within instructional technology can set the basis for further understanding about the most effective and appropriate uses of educational media. Becoming familiar with the various media available is necessary for the preparation of a diverse curricula that includes the most suitable medium for a particular lesson. Awareness of the technology involved in the use of the audiovisual hardware can determine the success of the educational program. This is mentioned because (1) the classroom facilities must compliment the audiovisual hardware, and (2) the instructor must know enough about the hardware to use it correctly. But there are several factors which are even more important than these, especially when discussing an appropriate curriculum for bilingual-bicultural inner-city children, regarding the selection of the software or the actual "teaching materials." Educators must become familiar with the varying backgrounds of the children in the classroom. This refers to culture, language, socioeconomic background and race. Within each of these categories, we can come across materials that reflect differing opinions

about sex roles, family life, work, regionalisms in languages, etc. Careful evaluation and screening of materials are crucially important factors that the educator must consider when preparing a curriculum rich in reference and instructional materials that will not only respect the child's prior experiences within a rich technological environment, but also respect and encourage respect for the cultural, socioeconomic, racial and linguistic factors in a child's background.

Factors to Consider When Teaching Hispanic Students

The following descriptions are based on the results found in A Proposed Approach to Implement Bilingual Education Programs, by the National Puerto Rican Development and Training Institute (National, 1972).

Language

- Language and conceptual development are interdependent for the school-age child (San Diego State University, 1976). Therefore, language cannot be learned outside its cultural content. This is important particularly in bilingual programs, where English as a Second Language is taught as an isolated and unrelated event.
- Bilingual students have been found to proceed more quickly in academic areas when instructed in their dominant language.

- The use of language as a medium of instruction (native or second language) is a much more effective means to teach language than when taught as a subject.
- Regionalisms should be respected, studied and used as a worthy means of instruction; "standard" language can be taught also to familiarize the student with its vocabulary and usage.

Most English as a Second Language and bilingual programs use the native language to facilitate the acquisition of the dominant language. The above findings indicate that the instructor must consider the importance of the native language of the students and should use a language (native or second) as a means of communicating content that is relevant to the students.

Culture. The Institute for Cultural Pluralism defines culture under these six categories (edited):

Formal Culture: Formal culture is visible and can be consciously observed by both culture group and non-cultural group members. It is composed of such elements as dress, diet, folklore, heroes, artistic, literary and musical expression. Bilingual programs tend to concentrate on this aspect. There is the danger that a homogeneity of the culture (that does not exist) may be inferred. There are many differences within a cultural group.

Deep Culture: Deep culture is composed of such elements as thoughts and actions, personal values, religious convictions, attitudes

toward pride and self-respect, minor vanities and subtle interpersonal relationships. It affects our attitudes, choices and responses at an unconscious level. Students should be provided with an opportunity to experience authentically as many aspects as possible of the life of a cultural group. Their opportunity to understand the essence of the groups' culture is enhanced.

Situational Culture: Situational culture is experienced and created as the result of life struggles, successes and failures of cultural group members as they seek human fulfillment in dynamic interactions with members of other culture groups with whom they share a physical and societal environment. It is created in response to economic, social and political conditions faced by a group. It is dynamic and adaptive and "can be explained primarily by analyzing the factors inherent in the greater societal system" (San Diego State University, 1976).

Language and Communication in Culture: Regionalisms and non-verbal communications can come under this title. This category of culture includes the student's preferred manner of speaking, gestures, pasttimes and sensitivity to variations of meaning.

Humanistic Values in Culture: These are reflected in a culture's philosophical, religious and metaphysical view of human beings' relationships with one another and with the world. Values that are shared with other people, such as humor, kindness, justice, competition, cooperation, unselfishness and leadership, may take diverse forms and expressions among different groups (San Diego State University, 1976).

History and Heritage in Culture: Recorded history and heritage reflect the ideas, actions, aspirations and accomplishments of the past valued by specific groups within a culture.

Therefore, culture is a multifaceted conglomerate which encompasses all aspects of a people or nation. While many of its attributes may be common to a culture (i.e., language), others, subject to experience and situation, may vary (i.e., personal values). It is important to recognize those differences as well as similarities, because of the dangers of stereotyping. Teachers of students whose cultural heritage differs from the dominant culture can make use of culturally relevant materials available, which highlight common elements of the students' culture, and yet be aware of intracultural differences.

Motivation. According to the study made by the National Puerto Rican Development and Training Institute, student motivation is the most important variable in language learning (National, 1972).

The teacher must promote a positive attitude towards the language of the children. The materials used for instruction must provide activities that are interesting to the student and should reinforce the students' ability to communicate. Low scores in scholastic achievement tests taken by students of color have been attributed to motivational factors of identity, power, and connectedness, as found in a report of the research conducted by The Fund for the Advancement of Education's Elementary School Teaching Project (Weinstein and Fantini, 1980).

Students whose language, culture, race, and values are not recognized or accepted by teachers or reflected in educational materials may

experience frustration and reject the educational system. Their motivational level in that setting will be affected since they may not see the classroom, and all of its extensions, as a supportive system that will be of use to them.

To become an active member of a group, one needs to identify with it and recognize its worth. Also, the assurance that one's voice and opinion will be heard and that these can make a difference serves to encourage successful participation within a group.

Teachers should recognize the importance of a classroom which stimulates students to learn, first about themselves and then about others; a classroom which foment self-esteem, encourages group participation and allows for self-expression and decision-making. Appropriate educational materials can aid in meeting these objectives if selected and used properly, but teacher awareness and sensitivity is crucial.

Critical Thinking. Developing this ability is especially important for children of color and of different cultural and linguistic backgrounds. They must face biased attitudes and assumptions from persons, institutions, books and the media. This can affect their perception of self and of their cultural group. The prevalence of biased materials makes this capability the most necessary for such students. The following definitions from Critical Thinking in Social Sciences, by Paul Dressel (1954), outline necessary skills:

1. To recognize stereotypes or cliches. Some obvious cliches and stereotypes found in social science materials are the savage Indian, the unambitious Mexican

willing to live with failure. To accept these at face value is to risk being victimized by propaganda techniques.

2. To recognize bias and emotional factors in a presentation. A presentation's validity must depend on its factual basis and the soundness of its reasoning. When fact and reason are substituted by highly loaded words or appeals to prejudice, it may well be that there is little substance to support the presentation.
3. To distinguish between verifiable and unverifiable data. Some material is factual or verifiable, and some is not. Sweeping generalizations, value judgments and opinions are not usually verifiable. Most factual material, on the other hand, is subject to proof even though the data necessary to verify it may not be at hand. Arguments supported only by unverifiable material are not very trustworthy.
4. To distinguish between essential and incidental. It is important to recognize what facts are essential to a proposition, and what facts are merely incidental.
5. To recognize the adequacy of data. A judgment made on the basis of fragmentary evidence is likely to be of little value. In dealing with social issues, it is particularly important that judgments be based on sufficient information. When significant facts are omitted from a presentation, it often is in an attempt to force a conclusion that a consideration of the full facts would not support.

The biases reflected in the dominant culture have been perpetuated through instructional materials. Although domestic publishers and materials producers have attempted to screen stereotypes and sexual biases from existing materials (because they have been pressured to do so), one main offense still exists--that of omission. Representation of or historical and cultural data about people of color, the poor, and the female population in the United States has simply been overlooked and omitted from many materials. Through the efforts of more conscious

groups and consultants to publishers, this situation is, to some extent, being corrected. Materials directed specifically to the minority populations in the United States are being produced in an attempt to make up for past errors. Unfortunately, these more up-to-date materials are usually published in English. If translated, sometimes the translations are poor. Most of the materials produced in other languages by domestic publishers are texts and series of science and mathematics. These, also, are usually translations from the English.

Because bilingual programs depend so heavily on native language materials, they are forced to seek materials published elsewhere. This is the case for most Spanish language materials sought by bilingual educators. Latin American and Spanish educational publishers have served as the main resource for materials acquisition in Spanish. Unfortunately, foreign publications are not screened for certain biases and stereotypes in the countries of origin, and therefore must be screened in the United States. There is also the problem of irrelevance, since these materials reflect cultural realities and values (and sometimes regionalisms) which are significantly different from those of the Spanish-speaking students of the United States. The Institute for Cultural Pluralism states in its manual, "Materials meant to reinforce the positive self-image of cultural and linguistic minority students through identification with and feeling for their own culture must reflect accurately the student's language and experience" (San Diego State University, 1976, p. 20). Supplementary and teacher-made materials can help fill the gaps left by these materials.

There is also the question of authenticity. Ideally, the culturally authentic story should be written by someone who has intimate knowledge of the culture. Imitations are easily detected. Recently, this researcher came across an interesting version of the Puerto Rican fable of Martina and Pérez by Marjorie Hermann. Briefly, Martina is a cockroach seeking her true love, and although she is courted by many animals, she falls madly in love with "El Ratoncito Pérez," an elegant rat. The story is retold by this author in a very pleasant manner, but this researcher (being Puerto Rican) was bothered by the fact that in this version Martina was an ant and not a cockroach! The story is still lovely, but a sense of authenticity is missing. Recently, one finds more and more materials that are written and produced by members of the various minority groups but the number is not significant (Materials Acquisition Project, 1975).

Information Available on Bilingual-Bicultural Educational Materials

It is still a fact, however, that most of the materials used in bilingual programs are purchased from foreign publishers. The Materials Acquisition Project, under Title VII, was founded in 1970 for the purpose of collecting instructional materials published in Spanish and Portuguese-speaking countries for use in bilingual-bicultural programs. In 1972-1973, they conducted a field-test with the help of bilingual teachers reporting on the usefulness of foreign published materials. (See following illustration of the sites.) The results indicate that, "these materials have a relative validity if used as supplementary

SITES FURNISHING FEEDBACK TO
THE REVISIONS DEPARTMENT



- 1 Washington
- 2 Chicago
- 3 E. Chicago
- 4 Boston
- 5 Springfield
- 6 Detroit
- 7 Grand Rapids
- 8 Holland
- 9 Lansing
- 10 Brooklyn
- 11 Bronx
- 12 Manhattan
- 13 Patterson
- 14 Trenton
- 15 Lorain

- 1 Douglas
- 2 Nogales
- 3 Tucson
- 4 Los Angeles
- 5 Redwood City
- 6 Sacramento
- 7 San Bernardino
- 8 Albuquerque
- 9 Las Cruces
- 10 Edinburg
- 11 El Paso
- 12 San Antonio
- 13 San Ygnacio
- 14 Zapata

or resource materials, but not, except in very rare cases, as basic materials for United States classrooms" (Materials Acquisition Project, 1975, p. 7).

At first, it was thought that foreign materials would be used only until domestic publishers began producing adequate materials. This did not occur in significant quantity. The Materials Acquisition Project, therefore, carried out another field-test in an effort to determine what revisions could be recommended in order to make the materials more relevant. They established a Revisions Department in 1973 and hired a Chicano and a Puerto Rican as curriculum advisors who would work cooperatively with twenty-four Hispanic publishers by providing recommendations for revisions or for the creation of new materials. One French and twelve domestic publishers requested to participate in this effort to produce strictly relevant materials (Materials Acquisition Project, 1975). Descriptions of these materials are written by bilingual teachers and can be found in Materiales en Marcha, a publication of the Materials Acquisition Project.

The Materials Acquisition Project found it necessary to make certain statements and design guidelines or criteria for appropriate instructional materials. There were discussions about the need to have materials written in the barrio dialects. The Materials Acquisition Project took the stand that there should be parity between the two languages and the two cultures to be featured in bilingual-bicultural classrooms. They stated that, "bilingual education conducted in the most propitious and genuine conditions will develop people who will

speak two generic languages with facility and who will be completely conversant with the contributions and values of two cultures" (Materials Acquisition Project, 1975, p. 98). They encouraged teachers to simultaneously foster appreciation and preservation of dialects.

The Revisions Program has maintained the important objective of making teachers aware of the use of materials in the content areas. They stress the need to link subject skills with "positive symbols of the students' environment and cultures," and make use of materials more in tune with the physical environment.

Supplementary readings and audiovisual aides must be developed primarily with the perspectives of the learner in mind. In our highly technological society, the student receives more information today through audiovisual media than through any other medium. Television, radio, record players, videotapes, cassettes, movies and advertising (neon, billboards, press) are such common and normal events in our lives that even the most humble families are exposed to them day after day. Children are completely accustomed to them and take for granted the veracity of any item or issue presented to them. Consequently, it is up to the publishing houses to develop critical attitudes in teachers and to bring them information and training through these same audiovisual media that so thoroughly influence them (Materials Acquisition Project, 1975, p. 5).

The Revisions Program recommended that publishers focus their attention on teachers' guides because of teachers' practices such as:

- low teacher expectations (of Spanish-speaking students);
- limited inquiry approaches;
- disorientation with regard to bilingual education, its philosophy, objectives and organizational models, and use of materials (Materials Acquisition Project, 1975).

They also recommended that the guides be structured to focus on areas that the student brings to class, such as language (glossaries of regionalisms should be included), culture and environment, rather than dwelling on student weaknesses. This is a very important aspect of the guidelines because many bilingual teachers, especially English as a Second Language teachers, have been taught to view bilingual education as compensatory, serving a population suffering from a "culture of poverty."

As part of their effort, the Revisions Program fosters the publication of textbooks (K-6) in the following content areas: language arts, fine arts, science and mathematics. Their aim is to provide materials that will help facilitate:

1. Language arts activities that make possible the systematic development of the students' interpreting, decoding, and recognition skills, and the use of their native language, as well as appreciation of their culture and others.
2. Fine arts activities that instill in the students an awareness and pride in the wide range of folklore and musical traditions of their culture. These must provide for the development of motor skills through hand manipulation, as well as through traditional singing games in Spanish, and through folkloric dances.
3. Science and math skills that will help the students develop an understanding of and an ability to cope with their environment (Materials Acquisition Project, 1975, pp. 15-16).

They have developed guidelines for the development of instructional materials and a set of criteria for the revision of Spanish educational materials.

With the help of such guidelines and field-testing efforts, as conducted by the Materials Acquisition Project, materials that are most appropriate to the needs of bilingual students will become more readily available. Their provision of relevant textbooks will make available the "unbiased" information from which to launch productive learning situations. The Materials Acquisition Project has also placed the textbook in its proper perspective, ". . . as an auxiliary instrument in teaching (which) requires coordination between its content and that of the student workbook, plus a teachers' guide, a broad complement of audiovisual media, and a great number of diversified supplementary readings" (Materials Acquisition Project, 1975, p. 24).

The Selector's Guide for Bilingual Education Materials Epie Report, Numbers 73 and 74, "represent the work of 36 people looking intensively at more than 1,200 instructional materials" (Epie, 1976, p. vi). The two volumes include the results of the analysis made by these teachers, teacher-trainers, college professors and consultants. Materials were judged using the following constraints: intent, contents, methodology and means of evaluation. Additional considerations included: physical description, source, teacher training and preparations, community acceptance/fairness, accuracy, and currency. Finally, there was an overall assessment and recommendations.

The materials reviewed are those used specifically in bilingual programs. They include most Spanish instructional materials produced in the United States and abroad by commercial as well as non-commercial companies. The assessment of materials is thorough and the descriptions

are clear. The analysis of items affecting "community fairness and acceptance" which are found in materials published in other countries is quite good. Many such materials are readily accepted in bilingual programs because of their place of origin, and yet should be carefully previewed since they are not necessarily free of stereotypes and biases, etc. Although the reviews include such a great number of books, the publisher recommends that local centers provide the means by which materials utilized in a particular region can be evaluated, particularly by teachers. "If it is at all possible, to do this, the materials should be tried with typical teachers and learners--particularly if their instructional setting is similar--or at least, information should be gathered from sets of the materials in other schools" (Epie, 1981, p. xx).

The Council for Interracial Books for Children published a book entitled Stereotypes, Distortions and Omissions in U.S. History Textbooks in 1977 which provides great insight into the treatment of people of color and women in history texts presently used in public schools in the United States.

Of the thirteen texts analyzed, only one was published prior to 1970 (Council, 1977). The content analyzed was on six groups which included women, African Americans, Asian Americans, Chicanos, Native Americans and Puerto Ricans.

The information in this book is intended to provide:

1. Observations and insights gained in reviewing the newer textbooks.
2. Guides to racist and sexist stereotypes and distortions common in recent textbooks.

3. Important information that is still missing from the newer textbooks.
4. Alternative ways of viewing past and present events.
5. Rating instruments for evaluating any history textbook.
6. A bibliography of resources for further study.
(Council, 1977)

In this work, there is a section for each identified group. First, there is a brief introductory essay. Following are samples of passages from the texts. These are categorized under a particular criteria item and analyzed using information which has been researched by various consultants who have expertise in the subject matter. There is a reference list which can serve the reader as a resource. Finally, there is a checklist which contains specific items commonly found in violation of fair race and sex treatment. These items are to guide the evaluator in determining the treatments of a particular group in a given textbook. The evaluative categories are determined by a point system. They are: (-2) "Incorrect Information"; (-1) "No Information"; (0) "Omits This Period"; (+1) "Limited Information"; and (+2) "Full Information" (Council, 1977).

The information provided and the resources recommended in this book are invaluable. Just as important are the recommended strategies for use of United States history texts that suffer from bias, omission, racism and sexism.

The National Assessment and Dissemination Center at Lesley College in Cambridge, Massachusetts, is funded by E.S.E.A. Title VII. Published in 1979 was the Bilingual Education Teacher Handbook which includes a copy of the most recent materials evaluation checklist used

by the Center for the initial assessment of educational materials which have been submitted for publishing or review (NADC, 1979).

Since "the National Network is committed to the production of materials which are pedagogically and technologically sound as well as linguistically and culturally relevant for bilingual students in American classrooms," the Center reviews and pilot tests its materials, using this ". . . compilation of considerations. . . ." (NADC, 1977, p. 101).

There are approximately eighty-six items divided into six major categories, including general information, content, methodology, bilingual concerns, appearance, and additional comments.

Of course, the evaluators do not necessarily use all of the items when they do not apply to a particular material.

It is recommended that individuals or groups alter or adapt it, if necessary, and that they consult with content specialists when needed. Also suggested is that it be used in groups (NADC, 1979).

The form is quite lengthy for teacher review, but the items are quite appropriate.

Sample of Educational Materials

In a review of audiovisual kits which includes filmstrips, audio cassettes, records, and reading materials, careless errors, historical distortions and omissions were found. In the audio cassettes that accompanied filmstrips, there are errors in Spanish language usage in the form of spelling errors and mispronunciations. For example, in the

filmstrip and cassette, "Talking to the Soul" from Heritage Stories: A Human Relations Series (United Learning, 1975), mispronunciations of names and words, and simple spelling errors in the accompanying visuals damage what could potentially be a good material for both Anglos and Hispanics to learn about the history of Puerto Ricans in the United States and about the present identity crisis and social and political struggles the Puerto Rican faces today. Names of famous Puerto Ricans, such as Ramón Emeterio Betances and Eugenio María de Hostos, are mispronounced "Ramón Emitterio Banteces" and "Ingenio María de Hustos" respectively. Spanish words derived from the Taíno Indian language, "batey" and "bohío" are also mispronounced as were "compadre" and "desfile." In a visual depicting a protest by Puerto Ricans, a sign is being carried by two protestors and, although the narrator pronounces the word correctly, there is a misspelling in the visual. The sign states a popular Puerto Rican slogan, "Wake up Puerto Ricans, defend what is yours!" or "Despierta Boricua, defiende lo tuyo!", but in the visual or filmstrip, "tuyo" is misspelled "toyo." To a non-Spanish speaker, these errors may seem insignificant, but imagine such spelling and pronunciation errors in English--they would never be tolerated in educational materials.

In two instances, Puerto Rican music and lyrics are used carelessly. In "Talking to the Soul," several Puerto Ricans are supposed to speak about their ambivalent situation here in the United States. A child says, "I am a stranger in two lands"; a man says, "How can a man that has two homelands, two flags, two constitutions and two

anthems feel integrated, whole"; then a woman speaks and says, "Borinquen is pure flame, and here I'm dying of the cold." This last quote happens to be the translation of a line from a poem written by a Puerto Rican poet named Virgilio Dávila, to whom no credit was given. Having known this, the viewer/listener might better understand the symbolism and romanticism in those words which otherwise sound awkward. In another example, "Puerto Rico and the Puerto Ricans," a filmstrip kit (Urban Media, 1969), the famous Patriot, feminist leader and writer, Lola Rodríguez de Tió, is described as the writer of the revolutionary song, "La Borinqueña." Misleadingly in the background, however, is the music to another popular Puerto Rican song that has absolutely nothing to do with what is being said. This lack of integration between sound and visuals is frustrating.

Another common error found in several materials is the confusion of Puerto Rican culture with Cuban, Dominican and Chicano customs. In the filmstrip and cassettes, "I Speak Two Languages" (Urban Media, 1969), the narrator describes the arrival of Puerto Ricans migrating to this country. The accompanying visual, however, depicts an airport scene of Hispanics in front of a "Quisqueyana" Airlines sign, the Airline of the Dominican Republic, confusing the viewer. The visuals and the narrated content must be compatible for a clear understanding of the message in the material. In "Talking to the Soul," foods typical in the Cuban cuisine are mistaken as typically Puerto Rican on two occasions. First, black beans are mentioned as one of our basic foods, whereas, red kidney, pinto and pink beans are more common. Then "Ropa

Vieja," a popular Cuban dish made with dried beef, is also quoted as typically Puerto Rican.

Historical romanticism, bias and omission in content and visuals oftentimes interfere with a clear description of the past, and with reflections of the present situation of Hispanics in the United States. In "I Speak Two Languages," the author seems to feel that "accidents of history caused migration . . ." to the United States. Just what those "accidents" were are not defined clearly. Mentioned, however, are the hard-working, middle-class Cubans who aim to attain what they had and lost because of Castro, how well they "integrate," and how they plan to return to Cuba ". . . when the political situation changes. . . ."

In "Puerto Rico and the Puerto Ricans" and in "Talking to the Soul," the Taíno and African people enslaved in Puerto Rico are scarcely discussed. According to these filmstrips, they merely provided slave labor, some died, others escaped and nothing more is said. There is no mention of slave uprisings, of the struggles of people of color in Puerto Rico, or of the contributions that both cultures have made to the Puerto Rican culture. In the Multimedia unit on Puerto Rico, misleadingly entitled "Puerto Rico: Man and His Music" (Keyboard Publications, 1975), which has two sound filmstrips, several copies of a magazine, and a 33 rpm record, there are also grave omissions, particularly with regard to the Taíno and African rooted aspects of Puerto Rican history. Although they claim to present "a well researched package" on the history, culture and folklore of Puerto Rico, the only reference made to the Taíno people is when the "discovery of Puerto Rico" by Columbus and his men is stated. Of course, when Columbus

landed there, ". . . Indians were the only inhabitants." In the film-strip on history, included in the unit, we continuously hear only the names of Europeans that colonized or ransacked the Island. Not one visual presents the way of life or anti-Spanish struggle of the Taíno people. And yet, there are twelve consecutive visuals of El Morro Castle (fort), which was built with the sweat and muscle of the Taínos, Africans and poor Spaniards. Still, only the efforts of the Spaniards, to keep other Europeans away from the Island, are highlighted.

Africans, or Puerto Ricans of African descent, are not mentioned at all in this first filmstrip. So the viewer is left with no sense of the slave uprisings or of the impact that African culture, slavery and racism has had on the political, cultural and racial make-up of the Puerto Rican people. In the magazine, which is included in this Multimedia unit, there is a photograph of a Black man near a banana plant, with a caption explaining that Blacks were brought to Puerto Rico from Africa to work as slaves in the plantations, and that they were later "granted" the right to "live on the Island as a free people." Again, an entire chunk of important history was left out as the author totally ignored the abolitionist movement in Puerto Rico and the role that both Black and white people had in that struggle. The second film-strip in the kit on the history of art and several captioned photographs in the magazine give credit to contributions made by Africans to the music and dance of Puerto Rico, such as the Bomba dance and the Bomba drum, and to the Taínos, for instruments such as the güiro. This film-strip can be effective in the teaching of Puerto Rican instrumentation

and its musical development if used with supporting materials. "The Man and His Music," a 33 rpm disc, is probably the best feature of the kit since it is the most complete in retelling the contributions to music made by diverse representatives (elements) in Puerto Rican culture. Of course, more preferable would be a sex affirmative title, such as "A People and Their Music," but then, again, all of the Puerto Rican composers and most of the artists in the record are male. The explanations of the music, instrumentation and lyrical descriptions, however, are excellent. One gets an historical perspective of the development of music in Puerto Rico which is not limited to "salsa." The quality of the narrated content and the musical selections are commendable. The record can be utilized effectively as an instructional tool. This is the only component of the kit that is complete enough to use without supplementary materials. The magazine and filmstrips are somewhat instructive, but, as mentioned previously, they are so deficient in some areas that they require supplementary information for the student to get a fair, clear and complete picture. In the audio cassette and read-along kit, "Heroes of Puerto Rico" (Listener Educational Enterprises, 1973), biographical sketches of three Puerto Ricans are narrated in cassette while a small group of students are supposed to follow along in individual booklets which are included. The unit begins with a history of Puerto Rico's Spanish colonization. An anecdotal approach seems to have been used to appeal to the intermediate reader. The structure and syntax, however, are at times awkward, and leads the researcher to believe that it has been translated from the Spanish.

The following is one example of this: In retelling the story of the house Ponce de León built for his wife in Puerto Rico which was over-run by ants because it was located near a swamp, the narrator explains, "Ponce's family had to set the feet of their beds in cans of water so the ants couldn't climb up the legs of the beds at night and bite the sleeping people."

The rest of the history of Puerto Rico is told, somewhat through the lives and perspectives of the three selected male heroes. A female patriot, Lola Rodríguez de Tió, is cited as a great Puerto Rican poetess and some mention is made of the female companions and family of the three heroes, but that is the extent of the female role models portrayed in this material. There is one quote, however, which was made by the hero, Eugenio María de Hostos, that uplifted the researcher's spirits. This was in reference to the proposed teaching of science and other subjects, traditionally taught to boys, that Hostos had made while in Chile, during the 1870s. "By educating women to use all their brains," he said, "men will not only be just, but will also insure the future of a new social order in which women will apply their intelligence and warm feelings to the problems of living. Men are fools to entrust the upbringing of their sons, whom they expect to grow up to love freedom, to women who have never known freedom themselves."

Another biographical story is about the Black Puerto Rican, José Celso Barbosa, entitled "Black, Black, Black: I Am Proud of Being Negro" ("Heroes of Puerto Rico," Listener Educational Enterprises, 1973). Here the issue of racism in Puerto Rico is addressed, together

with the important struggles of a woman that was key to Barbosa's success, his aunt Lucía.

"Heroes of Puerto Rico" gives what can be called a partial and somewhat "exotic" view of history, and is sometimes overly romantic. If used with diverse additional materials, it can give another dimension to the study of Puerto Rican history--that of human experience. But, as in most materials the researcher reviewed, the behavior of the United States in Puerto Rico is portrayed as acceptable and somewhat matter of fact. Even political protests are viewed as futile attempts by Puerto Rico's leaders for freedom which die as the heroes die.

One is led to believe that this lovely island went happily from one colonizer to another. After years of struggle to gain certain freedoms from Spain, we find Puerto Ricans welcoming the United States' invasion of 1898 with open arms. In "Puerto Rican Man and His Music," the narrator simply states that the American troops were "largely welcomed by the islanders who felt that American colonialism would be better than the Spanish brand." According to the cassette, there was immediate improvement on the island; and then in 1917, we became citizens of the United States. The issue of Puerto Rican reaction and protest to the Foraker Act, the Jones Act or other legislation affecting the status of the Puerto Rican people is totally overlooked. In the filmstrip and cassette "Puerto Rico: Ethnic Heritage--Part II" (Current Affairs Films, 1976), the question of how Puerto Ricans became citizens is scarcely mentioned. Highlighting the history of the status of Puerto Ricans is important, however, since this information could

help the Puerto Rican students viewing the filmstrips understand their relations with and obligations to the United States government (i.e., the military). This information is also important for mainstream staff and students who seem to feel Puerto Ricans get "special" treatment in the school setting with programs such as Bilingual Education. The United States citizen's right to an education can easily explain why the Puerto Rican has the right to receive instruction in Spanish, the language of Puerto Rico. It is important to emphasize that juxtaposed to citizen obligations are citizen's rights. The only material reviewed which discussed the Jones Act as one that "made us citizens without wish or consent" is "Talking to the Soul." Also discussed is the ambiguous status of a people who had to join the military, but could not vote unless they reside in the United States. It is also the only material that quotes Luis Muñoz Rivera when addressing the House of Representatives, ". . . in a bitter speech he said, 'Give us our independence.'" Otherwise, the question of Puerto Rican independence is rarely dealt with. On the same question of citizenship, "I Speak Two Languages" does present an explanation of the difference between the "immigrants of the 19th and 20th centuries and Spanish-speaking citizens"--that being the voluntary acceptance of the United States language and culture by Europeans seeking and willing to give up their ties with their native countries for diverse reasons, versus the involuntary citizenship imposed upon Mexican-American and Puerto Ricans by the United States government (because of political advantages). This filmstrip also expresses the desire of United States citizens of

Spanish-speaking background to maintain linguistic and cultural ties with their ethnic group. In addition, it emphasizes the positive changes in American lifestyle that can result from respecting citizens that are speakers of two languages.

Where most of the materials show distortion, historical bias in favor of the United States relations with Puerto Rico is in the socio-economic descriptions and visuals. Only in the Current Affairs, "Puerto Rico: An Economic Overview--Part I" (filmstrip and cassette), is there any admittance to the negative as well as positive impact resulting from the economic relations that the United States government and business developed in Puerto Rico. Few others mention the reasons for large numbers of Puerto Ricans migrating to the United States and the trauma of migration. Only the Current Affairs kit and "The Man and His Music" show diversity of socioeconomic status within the Puerto Rican populace. Most portray a Puerto Rico and Puerto Ricans that live in dire poverty and who, upon moving to the United States, find economic freedom and success. One good example of this is "Even Yellow Cars Have to Wait in Line," a filmstrip and cassette by Urban Media (1972). Benita, one of the very few female protagonists the researcher encountered, lived in Puerto Rico with her family on a farm. Her family is very poor. Benita does not do very much in the story except stare. Her poor father saved his money so they could move to the ". . . big and prosperous city of New York." In New York, what had been considered a terrible habit by Benita's family became an important skill and later helped the family. You see, because Benita enjoyed staring

at things, she did not mind waiting in lines, and in New York there are lines for everything! Benita waited patiently in the "yellow car" (otherwise known as the taxi) when it was in a traffic jam; she waited in line when her father went to the unemployment office and when her mother took her to the supermarket. All of the adjustments that this poor Puerto Rican family had to make to an environment totally foreign to them was relieved by Benita's favorite pasttime. Of course, the family gets a nice apartment, the father finds a good job testing fruits and vegetables in the supermarket, and they live happily ever after. Also, one is left with the distinct impression that there are no cities in Puerto Rico, or traffic jams, or lines! One illustrated visual depicts a large treeless and mountainless field with a flat-roofed house. The rural areas of Puerto Rico that are that sparsely populated are situated in hilly, not flat, terrain. The flat areas are around the coast, where most of the cities are located; and one can be sure that the traffic and lines are deadly. After this fictitious picture about Puerto Rico and its peoples way of life is portrayed, the teacher's guide recommends that the teacher, "discuss the difference between life in Puerto Rico and life in New York City," and "do a geography lesson about each area," and "discuss big and small" ("Even Yellow Cars Have to Wait in Line," Urban Media, 1972). These are quite monumental tasks, after having been presented with a totally distorted view of the geography of Puerto Rico and a limited view of its lifestyle. One wonders whether the hidden objective for the children is to compare the big prosperous city of New York with

the small rural island of Puerto Rico. Would it not be more appropriate to compare the island of Manhattan to that of Puerto Rico, and how both, although small in size, have large populations which live with diverse lifestyles? In "José--Puerto Rican Boy," from a somewhat outdated filmstrip and cassette series (Children of the Inner Cities, Society for Visual Education [SVE], 1972), we are faced with the same limited perspective of the Puerto Rican lifestyle. José is the son of a migrant worker who has sent his family to the United States for a better life. It has been a year since José has seen his father because he did not have enough money to pay for the plane fare. Lovely photographs of Puerto Rico's countryside are flashed, as we learn of José's nostalgia for Puerto Rico. We also see photographs of the poor house that he lived in and of the country school, which was closed many times due to a lack of teachers. Then we see an illustration of a map of Puerto Rico during which we hear about the cities of Puerto Rico and of the different ways that people live and jobs they have. There are absolutely no visuals to accompany this text, and the next scene we see is that of the airport. Again, we are left with a limited view of Puerto Rico. Only in Current Affairs, "An Economic Overview--Part I," and in the "Man and His Music" filmstrip on "History of Puerto Rico" are there fair explanations of the contrastive lifestyles and workforce of Puerto Rico. "An Economic Overview" gives the best discussion and analysis of the economic changes and conflicts that Puerto Rico has experienced since the 1900s. Also, one is informed about the major reasons why Puerto Rico's farmers migrate to the United

States. Rather than for the simplistic reason "for a better opportunity," we begin to understand the interplay between American big business, industrialization, the displacement of farmers and migration. Luis Muñoz Marin's name comes up in several materials, since he is often considered the "Washington of Puerto Rico." Through his efforts and cooperation with the United States, Puerto Rico was industrialized, and a new middle class was created from the former large peasantry class. What is generally omitted, however, is that during this economic shift thousands of farmers were left jobless. Many who attempted to get jobs in the new factories found none. Thus, there was a great migration from the rural areas to the cities of Puerto Rico, and then (with the recruitment campaigns in Puerto Rico by American farmers) the migrations to the United States of "migrant workers." The resulting economic growth in Puerto Rico was dependent upon the mass exodus of thousands of Puerto Ricans. Had they remained, the famous "Operation Bootstrap" would have probably failed even more disastrously than it did. But thousands did leave. Conditions of the farms of Puerto Rico were bad, but the conditions of migrants working in hostile camps, under less than sanitary conditions, and for wages controlled by the big farm owners have certainly limited and shadowed the hope of those farm workers who were promised economic prosperity in the United States.

Many materials suffer from a strong case of romanticism. Usually stories of the past are tinted by nostalgia. And so it is with certain materials. Puerto Rico is either the "old country" with its "bohíos," where "women nursed babies and men could see the land they loved around

them. . . ." ("Talking to the Soul"), or the land of dreadful poverty. In either case, Puerto Ricans seem to escape that lifestyle and, ultimately, are "happy ever after" in the United States. The Current Affairs filmstrips give the most realistic descriptions of Puerto Ricans in Puerto Rico and their experiences and struggles in the United States. "Talking to the Soul" also deals with the struggles of poor Puerto Ricans in the States and takes the viewer a step further by describing the ways that Puerto Ricans attempt to combat racism and injustices. In "José--Puerto Rican Boy," however, José's unhappiness in the new country and nostalgia for the old disappear when the father saves enough money in Puerto Rico to come to the United States. Giving a grossly exaggerated description of the Puerto Rican's love for rice, the family celebrates the father's arrival with a dinner including "arroz con pollo" (rice with chicken), "arroz con dulce" (sweet or candied rice), "arroz con pasas" (rice with raisins), and "arroz con vegetales" (rice with vegetables).

On the treatment of family and sex roles, the Puerto Rican Child Series (Parent's Magazine, PMF Films, 1976) is the most effective. There is a five-part kit on the Puerto Rican family which includes filmstrips and cassettes on the following topics: "The Puerto Rican Child," "Behavior Patterns," "Life With Puerto Rican Parents," "The Formative Years" and "Pride in Belonging." Information about traditional family and sex roles, values, expectations and cultural conflicts are presented clearly. The viewer is made aware of how traditional roles are changing and how this affects the family.

Parent-child activities for the development of basic concepts and positive self-image are encouraged by a day care teacher in the filmstrip "Formative Years." Discrimination in schools and misplacement of Hispanic children in Special Education resulting from a misunderstanding of Puerto Ricans are highlighted as major problems today.

Bilingual Education is encouraged as a positive educational option for children of Puerto Rican background. The kit is a very useful tool for promoting understanding among non-Puerto Rican educators that work with Puerto Rican children. Other materials that touched upon the family and sex roles are not as favorably reviewed. In "José--Puerto Rican Boy," the sister, María, is almost totally ignored throughout the filmstrip, as is the mother. The one time that María is mentioned is when she is washing the dishes with her mother while José and his father read a book. In the Current Affairs filmstrips, there is mention of the cultural conflicts children and their parents suffer in the United States. But the viewer, unfortunately, is left with the impression that fathers and sons have the closest bonds in the family. This is a stereotype often promoted of all Hispanic cultures, and is an inaccurate portrayal of the present-day Puerto Rican family structure.

Of the eleven filmstrip kits reviewed, only one is narrated by a female ("Even Yellow Cars Have to Wait in Line," Urban Media, 1972). Few are narrated by native Spanish speakers and few pronounced all the Spanish words used correctly. In "Even Yellow Cars Have to Wait in Line," "Talking to the Soul," and "Puerto Rico and the Puerto Ricans,"

the sound on the audio cassettes, and particularly the introductory music, is poor. In technical quality (sight and sound), the Current Affairs kit and "Man and His Music" were the best, respectively.

CHAPTER III

DESIGN AND METHODOLOGY

The study proceeded through the use of two approaches. First, a descriptive procedure was employed which describes the characteristics, needs, and areas of interest of two sample groups of teachers. Descriptive research was used in the literal sense by describing the situation and accumulating a data base. It will compare group relationships. This descriptive research approach establishes practical description, defines problems and needs, and establishes the relationship between the two sample groups.

The second research approach utilized was based on the information developed by the descriptive research approach. The action research approach was used in the study for the purpose of solving the problems (identified by the descriptive approach) with direct application to the real world (the identified setting).

The Setting

The actual implementation took place in a small city setting in Western Massachusetts. A bilingual resource center within the local school district was selected because of its access to the two populations surveyed and the availability of educational materials. The training sessions for the trained group took place in a classroom of one school within the same district.

The bilingual resource center is the primary department of the identification and development of instructional materials for teachers

who work with Hispanic children. There are a variety of resources accessible and available through the bilingual resource center. The center houses diverse print and non-print supplementary materials in Spanish and English, as well as textbooks used in the bilingual program. They include: textbooks, flashcards, cassettes, transparencies, 16mm movies, audiovisual kits, references, charts, records, masters, stories, educational games, slides and filmstrips. The content areas include: Reading, Careers, Values, Science, Music, Math, Human Relations, Art, Social Studies, and Health/Safety.

The center is open to the entire school district daily, but the most frequent users are bilingual and English as a Second Language teachers. Borrowing procedures include long- and short-term borrow. Users indicate whether the material is to be borrowed for a period of several weeks or for several months. Textbooks are usually borrowed long-term.

The Sample

The population from which two samples were identified for this study included all elementary and secondary bilingual teachers, elementary and secondary English as a Second Language teachers, Title I teachers, migrant tutors, and bilingual student teachers of the study site. Mainstream teachers who work with Hispanic students were all encouraged to participate. The choice of the first sample or untrained group for the study corresponded with the population from the anticipated population that regularly used the center. That is, the sample

was selected from teachers who borrowed materials and who also work with Hispanic children.

The names of teachers who borrowed books were obtained from the bilingual resource center. Eleven of those teachers were approached and agreed to use the Instructional Materials Evaluation Instrument [IMEI] (Instrument No. 2) two times, at minimum, for previewing their selected materials, and the follow-up questionnaire (Instrument No. 3) which assessed the effectiveness of the IMEI. (See "Instrumentation" for a description of these.) The choice of the second sample, or the trained group, for the study was a group of teachers who also borrowed materials from the bilingual resource center regularly, also worked with Hispanic children, but, in addition, met regularly with an instructor for a course in education. The instructor and eleven students agreed to participate in the two training sessions and in the use of the IMEI for previewing materials. They too agreed to complete the follow-up questionnaire (Instrument No. 3) assessing the IMEI.

Instrumentation

The study developed three distinct instruments: (1) a needs assessment; (2) an Instructional Materials Evaluation Instrument questionnaire; and (3) an evaluation instrument to determine the effectiveness of the IMEI. In the case of all three questionnaires, an introductory letter to the teachers was attached which explained the purposes of the questionnaires and their role in their participation.

In the Instructional Materials Evaluation Instrument, a term reference section was also provided.

Instrument No. 1: The Needs Assessment. In order to determine the need for an evaluation instrument, a questionnaire was distributed to all the bilingual and English as a Second Language teachers in the district. The responses helped determine the present instructional materials evaluative/selective procedure, and affirmed that teachers are interested in an evaluative instrument that would assist them in the future selection and use of instructional materials. Of the respondents, twenty of the twenty-six stated that they would like an evaluative instrument to assist them in selection. Of the twenty-six respondents, a significant number indicated that they did not preview materials for stereotypes, biases, factual distortion and omission. (See Appendix B for the results of the questionnaire [raw frequency distribution]).

The Needs Assessment questionnaire acted as a small scale or trial run of the major study (Instructional Materials Evaluation Instrument). An important point is to realize that the survey indicated how many teachers of the sample had certain characteristics and was designed to explain or show relationships. The purpose of obtaining this information was to guide the inquiry and improve the major study.

Instrument No. 2: Instructional Materials Evaluation Instrument Questionnaire. In general, the development of the Instructional Materials Evaluation Instrument emerged because of the documented needs assessment.

Although there are some existing instruments which provide some assistance in selection and evaluation, there is a need for considerable revision of these, if they are to satisfy teacher needs adequately. Teachers who have borrowed materials from the bilingual resource center often ask for assessments of the materials, but no source of information is available. They either borrow at random and evaluate based on trial-and-error or depend upon an informal preview of the material. If the material should be inappropriate or absolutely inappropriate, there is, at present, no way for that information to be passed on to the next borrower. Using the proposed Instructional Materials Evaluation Instrument, data could be gathered about particular materials and summarized into the brief review for other borrowers to read. This review could be attached to the material or printed onto an annotated bibliography for the materials found in the local resource center. This would be a valuable item, since commercial bibliographies usually specialize on only one category of instructional materials (i.e., bilingual, early childhood, etc.).

For the purpose of this study, the instrument piloted was an Instructional Materials Evaluation Instrument. It included an introductory letter to the teachers which explained the purpose of the evaluation and the importance of their honest participation.

It also included a teacher and material information page, which requested information about the evaluator's teaching assignment and the number of years in teaching. It requested information about the type of instructional material reviewed, title, author, languages used, and

the reason and objectives planned for using the material.

The actual evaluation page included three columns labelled "Appropriate," "Inappropriate," and "Not Applicable." The major topic items to be evaluated included: "Content of Instructional Materials," under which there were items related to level and relevance; "Authenticity and Fairness," under which there were items related to the treatment of minorities, sex, language, and diversity; "Technical/Physical Aspects"; "Teaching Aids"; and "Usefulness," under which there were items related to the applicability to the curriculum and relevance to the particular needs of Hispanic students.

Finally, there was a section for personal comments, in which teachers described how the material was used, and for what they feel it was most appropriate. This included whether or not they would recommend it to others as an appropriate material, or as an example of an inappropriate material. For information about the terminology used in the evaluation, there was a term reference section at the end of the evaluation. (See Appendix C.)

Instrument No. 3: Assessment of Instructional Materials Evaluation

Instrument. The third instrument used in this study was a follow-up questionnaire using a Likert-type scale which assessed the Instructional Materials Evaluation Instrument on clarity and instruction, effectiveness of format, simplicity of questions, and relevance of the term reference section.

The results, using this procedure, provided data determining the effectiveness of the Instructional Materials Evaluation Instrument

and/or modifications of the IMEI for use in the given district. (See Appendix D.)

Method and Implementation of Data Collection

A self-administered questionnaire (Instrument No. 1) was distributed to the population from which the samples were taken during a general meeting. The researcher explained to the teachers the purpose of the initial inquiry which was to determine whether or not there was a need for an Instructional Materials Evaluation Instrument specifically designed for teachers working with Hispanic students. Then the respondents were left alone to complete the questionnaire which was later collected and analyzed. This method of data collection insures a high response rate, accurate sampling, provision of necessary explanation to the respondents, and gives the benefit of a degree of personal contact (Oppenheim, 1966, p. 36).

The Instructional Materials Evaluation Instrument was distributed to the untrained group of teachers each time they borrowed materials from the center. They returned these when they completed the previewing. Of forty questionnaires that were distributed to the untrained group, twenty-eight were returned. The researcher used the impersonal interaction questioning method (Fox, 1969, p. 541) to insure minimal contact with the respondents and limit what might be considered as "training" or guidance.

The Instructional Materials Evaluation Instrument was also distributed to the trained group each time they borrowed materials. This

group, however, had gone through two training sessions on materials evaluation and the use of the IMEI. This questioning method could be considered mixed interaction (Fox, 1969, p. 541), since there was much more contact with the IMEI items prior to the actual use of it for previewing. The returns, using this method, were much higher. Of the forty questionnaires distributed, thirty-seven were returned.

The final self-administered IMEI assessment questionnaire (Instrument No. 3) was presented to the two groups after having completed at least two of the IMEI questionnaires (Instrument No. 2). The respondents were to complete the questionnaires and return them to a designated box in the bilingual resource center.

Data Analysis

The data for Instrument No. 1 (Needs Assessment) has already been analyzed in raw frequency distributions. (See Appendix B.) This analysis was useful in the development of the Instructional Materials Evaluation Instrument.

All information (except for the free response questions) on Instrument No. 2 and Instrument No. 3 returned by respondents of the untrained group and the trained group was punched onto two decks of I.B.M. cards.

On Instrument No. 2 demographic data for each group, i.e., number of years teaching, type of class assignment, grade assignment, and group levels, were recorded and used to compare "teacher types."

The data on media selection was coded and recorded by categories. The checklist responses were recorded as "Appropriate," "Inappropriate," or "Not Applicable." Free response questions were coded and analyzed by group and compared in percentages. The mode and rank order relationships are presented where applicable.

On Instrument No. 3, the data from the untrained and trained group was recorded on a Likert scale and compared in percentages. Free response questions were analyzed individually and recorded by designated categories.

Univariate analysis, variable distribution, statistical summary average, cross tabulations and content analysis were applied to specified data.

Limitations of the Study

The availability of materials from which the teachers did select was limited to those materials found in the identified resource center. Teacher participation and response was difficult to anticipate. Under the present school-day system, teachers had limited time during which to come to the resource center. This affected teacher participation and resulted in a small sampling.

Responses and the information provided depended on the teachers' familiarity with this type of evaluation instrument. Although the center is open to all city school personnel, the center is known as the bilingual resource center and is utilized mostly by bilingual and English as a Second Language teachers.

Another limiting factor was the small number of English as a Second Language and bilingual teachers from which the samples were drawn. The center is located in one of the schools and most of the service is given to teachers in that school. The assessment of the Instructional Materials Evaluation Instrument is based on the responses of teachers in this district.

CHAPTER IV

FINDINGS

The following findings are based on the responses provided by the untrained and trained groups of teachers who participated in the materials evaluation study. The data from Instrument No. 2 and Instrument No. 3 is presented in a descriptive manner. First, the researcher has described the demographic information for both groups using cross tabulations and presenting the information in percentages through the use of tables. This will help establish the relationship between both groups. Second, the researcher has presented the variable distribution of the data from Instrument No. 2 on the media selected and the evaluation of these instructional materials in terms of percentages for each group. Group results are compared in tables. Third, the researcher has used a statistical summary average to present the data on media selection and evaluation items: the mode, the median and the arithmetic mean. These are presented in tables and rank-order relationships where applicable. Fourth, the data from Instrument No. 3 has been analyzed through a univariate analysis. One variable is examined at a time and group responses are reported by percentages in tables. The effectiveness of Instrument No. 2, as recorded by the responses of the two groups, and Instrument No. 3, is presented in a table using the comparison of percentages by group as well as the total for each item. Finally, the researcher will report on the written responses to the open questions on the Evaluation Model (Instrument No. 2) by listing these under the categories of "Revision" and "No Revision."

Response to Questionnaires

<u>Questionnaire Respondents</u>	<u>Instrument No. 2</u>
Untrained Group	Trained Group
Number Distributed: 40	Number Distributed: 40
Questionnaires Returned: 28	Questionnaires Returned: 37
<u>Questionnaire Respondents</u>	<u>Instrument No. 3</u>
Untrained Group	Trained Group
Number Distributed: 11	Number Distributed: 11
Questionnaires Returned: 5	Questionnaires Returned: 11

Demographic Information

In this study the participants were from two separate groups. The first group, referred to as the untrained group, responded to the Instrument No. 2 or Instructional Materials Evaluation Instrument (IMEI) without any prior training or guidance. The second group, referred to as the trained group, responded to Instrument No. 2 after two training sessions; and on the types of biases and stereotypes found in materials, and one on how to use the Instrument using a filmstrip as an example.

The respondents of the untrained group were, in the majority, representative of transitional bilingual education classes (60 percent). Although respondents of the trained group represented more diverse class assignments, they also were mostly from transitional bilingual education classes. Both groups represented English as a Second Language classes almost equally (21.4 percent to 24.3 percent, respectively). (See Table 1.)

TABLE 1
A GROUP COMPARISON OF CLASS ASSIGNMENTS FOR THE
UNTRAINED AND TRAINED GROUPS

GROUP	T.B.E.	E.S.L.	CLASS ASSIGNMENT			TITLE I	OTHER
			MAINSTREAM	SPECIAL EDUCATION			
Untrained	60.7	21.4	3.6	3.6	0	0	10.7
Trained	40.5	24.3	13.5	0	21.6	0	0

The respondents from the untrained group mostly represented teachers that had taught between one and seven years. Included within this area were responses which indicated 25 percent had taught from one to three years, 35.7 percent from four to seven years, and 39 percent from eight to fifteen years. The trained group mostly represented teachers that had taught between eight and sixteen years or more. Included within this area were responses which indicated 16.2 percent had taught from four to seven years, 56 percent between eight and fifteen years, and 27 percent for sixteen years or more. (See Table 2.) There is a significant difference between the two groups in this respect with totals of 60.7 percent of the untrained group having taught for seven years or less and 83.8 percent of the trained group having taught for eight years or more.

TABLE 2

UNTRAINED AND TRAINED GROUP COMPARISON IN PERCENTAGES
FOR NUMBER OF YEARS TEACHING

GROUP	NUMBER OF YEARS TEACHING			
	1-3	4-7	8-15	16+
Untrained	25.0	35.7	39.3	0
Trained	0	16.2	56.8	27.0

3 Degrees of Freedom; Significance = .0002

The levels of students that teachers of both groups addressed were almost identical for the readiness to level two and three to five level categories, each averaging in the total for both groups 43.1 percent. This was significant at .87 with 3 degrees of freedom, which revealed only a small difference between groups in this area. In spite of this, the grades of the assigned classes for each group varied as compared in Table 3. More than half (57.1 percent) of the untrained group taught primary grades (K to 3) and over a third (35.7 percent) taught intermediate to six. The trained group taught more than a third (37.8 percent) in the primary grades and more than half (54.1 percent) in the intermediate.

TABLE 3
A COMPARISON OF UNTRAINED AND TRAINED GROUPS
GRADE ASSIGNMENT IN PERCENTAGES

GROUP	GRADE LEVELS			
	K	PRIMARY	INTERMEDIATE	OTHER
Untrained	7.1	40.0	35.7	7.1
Trained	5.4	32.4	54.1	8.1

5 Degrees of Freedom; Significance = .19

Media Selected

Teachers in the untrained and trained groups selected instructional materials ranging from the printed medium to the audiovisual media. Of the media selected by the untrained group, 75 percent were filmstrip kits. This compares to 27 percent selected by the trained group, which, however, still represents the modal medium for that group. As is evidenced in Table 4, the trained group was more diverse in the media selection. At 10 degrees of freedom, its significance equals .01. (See Table 4.)

The media, as selected by both groups in rank order, were: filmstrip kits with audio cassettes, textbooks (including reading programs); workbook programs; and audio cassette kits (some including charts and books).

Rank Order of Media Selected by Both Groups

Filmstrip Kits (With Audio Cassette)	47.7%
Textbooks	13.8%
Workbooks	10.8%
Audio Cassette Kits	9.2%

TABLE 4
A COMPARISON OF THE UNTRAINED AND TRAINED GROUPS
MEDIA SELECTION IN PERCENTAGES

MEDIA*												
GROUP		TEXTBOOK	FLASHCARDS	CASSETTE	REFERENCE	RECORD	DITTO MASTERS	WORKBOOKS	STORYBOOK	FILMSTRIP KITS	FILMSTRIP	AUDIO CASSETTE KIT
Untrained		7.1	0	0	0	3.6	0	3.6	7.1	75.0	3.6	0
Trained		18.9	2.7	2.7	5.4	5.4	2.7	16.2	0	27.0	2.7	16.2

10 Degrees of Freedom; Significance = .01

*Those media not selected are not presented in the table.

Media Not Selected by Either Group

Transparencies

16mm Movies

Charts

Educational Games

Slides

Several media were not selected by either group for previewing. They included transparencies, 16mm movies, charts, educational games, and slides. The study did not pursue to inquire reasons why certain media were or were not selected.

Language of Material Selected

In the language selection of materials, the responses of the untrained group were represented under the categories of Spanish (35.7 percent), English (39.3) and both languages (24.4 percent) in Table 5. These figures are compared to the trained group's responses which are represented under the same categories of Spanish (2.7 percent), English (86.5) and both languages (5.4 percent) with a significance level of .0003, given 3 degrees of freedom.

This means there was a significant difference in the groups with regards to the language selection of the materials. The untrained group selected materials that represented English and Spanish almost equally, while the trained group selected predominantly English materials.

TABLE 5
A COMPARISON OF UNTRAINED AND TRAINED GROUPS
IN LANGUAGE SELECTION BY PERCENTAGES

GROUP	LANGUAGES			
	SPANISH	ENGLISH	BOTH	OTHER
Untrained	38.7	39.3	21.4	3.6
Trained	2.7	86.5	5.4	5.4

Content Area Selection By Group

Of the respondents in the untrained group, 18.6 percent of the selected materials were in the areas of Reading and/or Language Arts, compared to the 75.6 percent selected by the trained group. Under the content areas of Social Studies and Human Relations, the untrained group responses were 50 percent compared to 13.5 percent of the trained group. Significance was at the .03 level.

Of the two groups, the content areas most selected were:

Reading	30.8 percent
Social Studies	18.5 percent
English as a Second Language	10.8 percent
Human Relations	9.2 percent
Science	4.6 percent

Materials Selection Checklist Information

Under the major category of Appropriateness of Level/Relevance in Content in the IMEI Checklist, correlational procedures (cross tabulations with chi square) were used for analysis.

This revealed there was no significant difference overall between the trained and untrained groups in the evaluation of materials under this category.

Within the eight subcategories of vocabulary, concepts, interest, print size, timing, up-to-date information, language usage and narration/sound effects, two showed a significance of less than .05. These were, however, the subcategories of narration/sound effects

and timing/sequencing which were used only to evaluate filmstrips and cassettes, selected in the majority (75 percent) by the untrained group. (See Table 4.) A high percentage of the media selected by the trained group could not be evaluated under this subcategory and thus the "not applicable" column was checked, which caused the major difference.

Although there is no statistical significance in the evaluation of appropriateness under the major category of level/relevance, the researcher will illustrate the areas found inappropriate by either group in more than 9 percent of the materials using Table 6.

The trained group, which selected many workbooks and texts in English (see Tables 4 and 5), found 10.8 percent of the materials had inappropriate vocabulary level/relevance. Both groups found that 13.3 percent of materials previewed were not up-to-date.

The untrained group, which selected 57.1 percent of the materials in Spanish or including Spanish (see Table 5), found that 9.5 percent of the materials were inappropriate in their language usage. This same group, which selected 75 percent of their materials in the form of filmstrip/cassette (see Table 4), found the sound and narration was inappropriate in 19.2 percent of those materials.

Authenticity/Fairness

Evaluated under the second major category were the treatment of: Hispanic culture, race, sex, class, politics, religion, and world community in the text of a given material. Also evaluated were the content and visuals for stereotyping and bias, as well as for picture language integration.

TABLE 6

LEVEL/RELEVANCE ITEMS IDENTIFIED BY UNTRAINED AND TRAINED GROUPS
AS INAPPROPRIATE IN MORE THAN 9 PERCENT OF THE MATERIALS

GROUP	VOCABULARY USAGE	UP-TO-DATE INFORMATION	LANGUAGE USAGE	NARRATION/SOUND
Untrained	3.8	12.0	9.5	19.2
Trained	10.8	14.3	2.7	2.7
Total	7.9	13.3	5.2	9.5

Table 7 indicates the responses by group for these items. The outstanding features of the results include that both groups responded similarly under the items Hispanic culture and race; averaging: 41.3 percent appropriateness, 9.5 percent inappropriateness and 49.2 percent not applicable for culture; and 41.9 percent appropriateness, 14.5 percent inappropriateness, and 43.5 percent not applicable for race. Under the race item, of the 56.4 percent materials which dealt with the issue of race, 14.5 percent were found inappropriate by both groups. These totals also indicate that 49.2 percent of the material did not deal with the issue of Hispanic culture and 43.5 percent did not deal with race. (See Table 7.)

In the totals for the sex item, the trained group found twice as many inappropriate materials as the untrained group compared at 16.2 for the trained group to 8.3 in the untrained group. However the untrained group, which had previewed 57.1 percent Spanish language materials, found that a fourth of the materials dealing with language or accents were inappropriate (13.6 of 50.0 percent). This compares inversely to the trained group which had selected 91.9 percent English materials (or including English). They found 54.1 percent of the 56.3 percent materials dealing with language or accents appropriate.

In the totals for treatment of socioeconomic diversity, the trained group identified inappropriate treatment of socioeconomic diversity in 29.7 percent of the materials dealing with this issue compared to 27.0 percent identified as appropriate. The remaining 43.2 percent were categorized not applicable. There was a significant

TABLE 7
TREATMENT OF CULTURE AND RACE IN MATERIALS PREVIEWED BY
TRAINED AND UNTRAINED GROUPS IN PERCENTAGES

GROUP	CULTURE			RACE		
	APPROPRIATE	INAPPROPRIATE	NOT APPLICABLE	APPROPRIATE	INAPPROPRIATE	NOT APPLICABLE
Untrained	46.2	7.7	46.2	44.0	12.0	44.0
Trained	37.8	10.8	51.2	40.5	16.2	43.2
Total	41.3	9.5	49.2	41.9	14.5	43.5

difference here of .04 between the two groups since the untrained group identified 4.2 percent inappropriate and 41.7 percent appropriate.

TABLE 8
TREATMENT OF SOCIOECONOMIC DIVERSITY IN MATERIALS
PREVIEWED BY UNTRAINED AND TRAINED GROUPS

GROUP	APPROPRIATE	INAPPROPRIATE	NOT APPLICABLE
Untrained	41.7	4.2	54.2
Trained	27.0	29.7	43.2

Significance = .04

The items political, ethnic, and religious diversity were generally not addressed in the materials previewed by both groups. However, of the 20 percent materials previewed by the untrained group that dealt with the issue of politics, 12.0 percent were found inappropriate and 8.0 percent appropriate. The untrained group found 13.6 percent of the 43.2 materials dealing with ethnicity inappropriate. (See Table 9.)

Under the item on treatment of history, both groups categorized the majority of materials (72.1 percent) as not applicable. However, of the 16.6 percent materials that were previewed by the untrained group dealing with history, half or 8.3 percent were found inappropriate. The untrained group felt 83.3 percent of the materials could not be evaluated by this item, although they had selected 50 percent of the materials in the content areas of Social Studies and Human

TABLE 9

GROUP COMPARISON IN PERCENTAGES ON EVALUATION OF ITEMS
OF DIVERSITY OF SOCIOECONOMICS, POLITICS, RELIGIONS,
AND ETHNICITY IN SELECTED MATERIALS

GROUP	ITEMS OF DIVERSITY			
	SOCIOECONOMICS	POLITICS	RELIGION	ETHNICITY
Untrained				
Appropriate	4.7	12.0	8.0	33.3
Inappropriate	4.2	8.0	8.0	4.2
Not Applicable	54.2	80.0	84.0	58.3
Trained				
Applicable	27.0	8.1	10.8	29.7
Inappropriate	29.7	0	5.4	13.5
Not Applicable	43.2	91.9	83.8	56.8

Relations. (See Table 6.) This compares to 64.9 percent by the trained group which had selected a majority of materials in the content areas of Reading and English Language Arts.

Again, the item on World Community was generally not addressed in a majority of the materials (61.0 percent) as reported by both groups. The trained group did respond more diversely, however, identifying 38.9 percent appropriate, 8.3 percent inappropriate and 52.8 percent not applicable. The untrained group almost entirely avoided evaluation under this item classifying 73.9 percent of the materials as not applicable.

Under the items on bias and stereotyping in the content and visuals, the two groups did respond differently. The trained group addressed this item in 62.9 percent of the materials for visuals. The untrained group avoided evaluation under this item in 60.9 percent of the materials for content and 56.5 percent of the materials for visuals. Table 10 illustrates the more than 20.0 percent identification of bias/stereotyping in both visuals and content by the trained group and is compared to the less than 9.0 percent identification of bias/stereotyping by the untrained group.

Technical/Physical Aspects

Under the major category "Technical/Physical Aspects," the two groups identified a high percentage of appropriateness where applicable. The resulting total figures for picture/language integration, sound quality, visual quality, ease in handling, attractiveness, physical

TABLE 10
 GROUP COMPARISON FOR ITEMS ON STEREOTYPING/BIAS
 IN CONTENT AND VISUALS IN PERCENTAGES

GROUP	STEREOTYPING/BIAS IN CONTENT	STEREOTYPING/BIAS IN VISUALS
Untrained		
Appropriate	30.4	39.1
Inappropriate	8.7	4.3
Not Applicable	60.9	56.5
Trained		
Appropriate	42.9	41.2
Inappropriate	20.0	26.5
Not Applicable	37.1	32.4
<hr/>		
	2 df	2 df
	Significance = .18	Significance = .05

condition and organization of components all averaged more than 75.0 percent appropriateness where audio-visual materials were pre-viewed.

Teaching Aids

Under the major category of teaching aids, there was no significant difference in the responses of the two groups where these items were applicable. Both groups generally agreed that in more than 80 percent of the materials where these items applied, there were appropriate guides, scripts, and suggestions for use.

Usefulness

When evaluating the usefulness of the materials with regard to objectives proposed by the publisher, teacher/user and overall needs of Hispanic students, the two groups did not differ significantly in their responses to these items.

In analyzing the data for the item indicating whether or not the educational material met its objective, both the untrained and trained groups responded in the appropriate column, 92.3 percent and 88.6 percent respectively (Significance at .96 with 1 degree of freedom).

In analyzing the responses to the item evaluating whether or not the material met the teacher's objectives, the two groups again faired almost equally, rating the appropriateness at 85.2 percent: 83.3 percent and inappropriateness at 14.8 percent: 13.9 percent respectively.

For the items on usefulness in reinforcing positive self-image, bilingualism, biculturalism, motivation, critical thinking skills and elimination of stereotypes, the data analysis revealed no significant difference in the responses of the untrained and trained groups.

Table 11 illustrates the responses for the appropriateness ratings of these items in percentages in the above-mentioned order: 69.2 percent to 62.2 percent; 29.2 percent to 22.2 percent; 38.5 percent to 27.8 percent; 69.2 percent to 78.4 percent; 62.5 percent to 75.0 percent; and 44.0 percent to 38.2 percent.

The analysis of the final three items of Instrument No. 2 were "yes/no" responses in a cross tabulation. These items on whether or not the material was recommended as appropriate or inappropriate educational material also revealed no significant difference between the two groups.

The untrained group recommended 82.1 percent of the materials reviewed compared to 89.2 percent recommended by the trained group. Recommended as an example of an inappropriate material were 17.9 percent and 16.2 percent by the untrained and trained groups, respectively. Recommended revision of the previewed materials varied very slightly where the untrained group rated 32.1 percent and the trained group rated 48.6 percent.

The titles and publishers of the materials used for preview in this study are listed below by publisher and titles.

TABLE 11
RATINGS BY GROUP IN PERCENTAGES FOR ITEMS 1-6

ITEM/ GROUP	APPROPRIATENESS	INAPPROPRIATENESS	NOT APPLICABLE
Positive Self-Image			
Untrained	69.2	7.7	23.1
Trained	62.2	13.5	24.3
Bilingual			
Untrained	29.2	12.5	58.3
Trained	22.2	5.6	72.2
Bicultural			
Untrained	38.5	11.5	50.0
Trained	27.8	8.3	63.9
Motivation			
Untrained	69.2	7.7	23.1
Trained	78.4	10.8	10.8
Critical Thinking			
Untrained	62.5	12.5	25.0
Trained	75.0	8.3	16.7
Elimination of Stereotypes			
Untrained	44.8	8.0	48.0
Trained	38.2	14.7	47.1

Educational Materials Used in the Study
by Publisher and Title

PUBLISHER: Addison Wesley

TITLE: Zulu Children, Eskimo Children, Indian Children (Book Set)

PUBLISHER: Bank Street/MacMillan

TITLE: A You Tell Me Book (Book)

PUBLISHER: Barnell Loft

TITLE: Specific Skills Series (Books)

PUBLISHER: Bowing and Westbrook Ltd.

TITLE: Supportive Reading Skills (Book)

PUBLISHER: Bowmar Noble

TITLE: Beginning Fluency in English (Various Children's Stories
in Filmstrip Kits)

Carros Hechos a la Orden (Book)

Mini Motos (Books and Filmstrip Kit)

Monster Series (Filmstrip Kit)

Sounds for Very Young Readers (Record)

There's a Monster in My Reading Program (Reading Program)

PUBLISHER: Canfield and Wells

TITLE: 100 Ways to Enhance Self-Concept

PUBLISHER: Children's Press

TITLE: Hot Wheels (Cassette Kit)

PUBLISHER: Churchill Films

TITLE: A City Is Many Things (Filmstrip Kit)

PUBLISHER: Economy

TITLE: Word World (Cassette Kit)

PUBLISHER: Educational Activities, Inc.

TITLE: Spring Comes to the City (Filmstrip Kit)

PUBLISHER: Educational Dimensions Group

TITLE: Colonial Life (Filmstrip Kit)

The Family (Filmstrip Kit)

PUBLISHER: Educational Development Corporation

TITLE: Manipulative Learning Unit

PUBLISHER: Guidance Association

TITLE: Amiguitos - School (Filmstrip Kit)

First Things You Got Mad; Are you Glad? (Filmstrip Kit)

Sesame Street--Skills for Growing (Filmstrip Kit)

PUBLISHER: Hap Palmer

TITLE: Learning Basic Skills Through Music (Record)

PUBLISHER: Health

TITLE: Miami Linguistic Readers (Books)

PUBLISHER: Houghton Mifflin

TITLE: Introducing English (Masters and Flashcards)

PUBLISHER: Laidlaw

TITLE: Health--Level One (Text)

PUBLISHER: Learning Free Filmstrips

TITLE: Understanding Prejudice (Filmstrip Kit)

PUBLISHER: McGraw Hill

TITLE: Puerto Rico (Book)

PUBLISHER: Multimedia

TITLE: The Sights and Sounds of Summer (Filmstrip Kit)

PUBLISHER: National Textbook

TITLE: Gabriel en Puerto Rico (Filmstrip Kit)

Trabajando con Calle Sesamo (Filmstrip Kit)

PUBLISHER: Northeast Center for Curriculum Development (NADC)

TITLE: Pintando Tambien se Aprende (Book)

PUBLISHER: N.Y.T.

TITLE: Very Special Holidays (Filmstrip Kit)

PUBLISHER: Orbis Publications

TITLE: Multilingual -- E.S.L. (Cassettes and Books)

PUBLISHER: Oxford University Press

TITLE: Oxford Picture Dictionary of American English

PUBLISHER: Regents

TITLE: Welcome to English (Cassette Kit)

PUBLISHER: Scholastic Book Service

TITLE: Sprint Reading Skills Program--Level II (Books)

PUBLISHER: Scott Educational Dimensions

TITLE: America's Children (Filmstrip Kit)

People Who Help You (Filmstrip Kit)

PUBLISHER: Scott Foresman and Company

TITLE: English Around the World (Cassette Kit)

I Like English (Text)

PUBLISHER: Society for Visual Education

TITLE: Targo Explores the World of Work (Filmstrip Kit)

PUBLISHER: Task Masters

TITLE: Math Puzzles Grade 4 (Masters)

PUBLISHER: The Instructor Primary Concept Charts

TITLE: Simple Machines (Charts)

PUBLISHER: Urban Media

TITLE: Modern Puerto Rico (Filmstrip Kit)

People of the City (Filmstrip Kit)

The Magical Coqui (Filmstrip Kit)

PUBLISHER: Video Knowledge

TITLE: People of the City (Filmstrip Kit)

The Island of Puerto Rico (Filmstrip Kit)

PUBLISHER: Voluntad Publishers

TITLE: La Ronda del Alfabeto (Cassette)

PUBLISHER: Xerox Educational Publishers

TITLE: The Senses/Los Sentidos (Filmstrip Kit)

PUBLISHER: UNLISTED

TITLE: Record on "Danzas" of Puerto Rico

Once Upon a Sound (Filmstrip Kit)

In analyzing the data for Instrument No. 3, the interests of the researcher in this study will be restated and the findings presented.

Teachers' Acceptance of the Instructional Materials Evaluation Instrument

An analysis of the data on the acceptance of the Instructional Materials Evaluation Instrument (IMEI) using cross tabulations and descriptive analysis indicates that both the untrained and trained groups agreed that the IMEI is an important tool that will help teachers in the selection of materials. The combined percentage of responses ("strongly agree" and "agree") for this item totaled 87.5 percent for both groups. The responses for the item indicating the IMEI should be used more than once almost equal for both groups in a combined percentage ("strongly agree" and "agree") of 80.0 percent: 81.8 percent, untrained and trained groups respectively.

Effect on Previewing Awareness

In the analysis of the items on previewing awareness, the two groups concurred that the IMEI had helped them to understand the importance of previewing materials (total 87.5 percent), and helped them identify issues that are important when using instructional materials (total 93.8 percent). Of the untrained group, 50.0 percent responded that they had previewed materials systematically before ever using the IMEI, and 50.0 percent had not. This compares to 27.3 percent of the trained group which had previously evaluated materials systematically and 63.6 percent had not. However, on the item included to double

check the responses to this question which was phrased in the negative (before using this evaluation, the researcher never previewed instructional materials), 80.0 percent of the untrained group responded that they had not and 75.0 percent of the trained group responded that they had, but not necessarily in a systematic fashion. (See Table 12.)

Willingness to Share Comments

The analysis of the item evaluating the importance of the open questions in the IMEI (providing information to other teachers) indicated that the trained group (81.8 percent) was more in agreement with this item than the untrained group, which, nonetheless, responded favorably in the majority (60.0 percent). Their 40.0 percent response in the "undecided" column, however, indicates a lack of clarity of the function of this item in the instrument.

Recommendations for Modification

The analysis of the items evaluating the IMEI on clarity of instruction, effectiveness of format, simplicity of questions, and relevance of the term reference section indicated there was a difference in the responses of the two groups for the items of clarity of instructions and ability to answer questions with ease.

The untrained group compared 60.0 percent to the trained group with 90.0 percent in the understanding of the instructions. While the trained group was clear on the instructions, 20.0 percent of the untrained group did disagree that the instructions were clear. The

TABLE 12

RESPONSES IN SUMMARY PERCENTAGE OF UNTRAINED AND TRAINED GROUPS
TO ITEMS ON PREVIEWING AWARENESS

ITEM	UNTRAINED GROUP		TRAINED GROUP	
	AGREE	DISAGREE	AGREE	DISAGREE
12. The evaluation helped me to understand the importance of previewing materials.	80.0	20.0	90.0	6.3
13. The evaluation helped me identify issues that are important when using materials.	80.0	20.0	93.8	6.3
14. The evaluation model is an important tool that will help teachers in selection.	80.0	20.0	90.9	9.1
15. Before using this evaluation, I previewed systematically.	50.0	50.0	27.3	63.6
16. Before using this evaluation, I never previewed.	80.0	20.0	25.0	75.0

mean was 2 falling under the category of "agree." On the otherhand, 90.0 percent of the trained group responded that they were not able to answer the questions with ease, while this was true of 20.0 percent of the untrained group. Of the untrained group, however, 40.0 percent were undecided and the remaining 40.0 percent agreed they could answer with ease. This was significant at .01 level with 2 degrees of freedom. The total mean was 3.5 falling between the categories of "undecided" to "disagree."

The effectiveness of the format had a total percentage for both groups of 93.8 as summarized under the category "agree" with a mean of 2. The evaluation of the term reference section, which was an added item evaluated only by the trained group, was rated as useful by 90.0 percent of the respondents in that group.

The item on IMEI revision is categorized in the analysis as "Revision" or "No Revision." The respondents of the untrained group were in favor of "No Revision" on the IMEI. However, 54.0 percent of the trained group opted for some "Revision," while 38.5 percent opted for "No Revision."

As indicated by a summary of the analysis on each of the items on modification and a content analysis of the open questions regarding modification, the following chart illustrates those items that were categorized as "Revision" and "No Revision" of the IMEI. This will determine the areas of modification for the Handbook for the Selection of Appropriate Materials Used with Hispanic Students.

<u>ITEM</u>	<u>REVISION</u>	<u>NO REVISION</u>
The Instructions	x	
Information Page		x
Evaluation Format		x
Items on Level/Relevance		x
Items on Authenticity/Fairness	x	
Items on Technical/Physical Aspects		x
Items on Teaching Aids		x
Items on Objectives	x	
Open Questions/Recommendations	x	

Discussion

This study has demonstrated that, with minor modifications, the Instructional Materials Evaluation Instrument (IMEI) can be used successfully as a training tool and to assist teachers in the given school district with the critiquing of educational materials used with Hispanic students.

This is evidenced by the findings which indicate that: while there were significant differences between both groups in the number of years they had taught, the type of media they selected, their choice of content areas and their choice of language of materials, there was no significant difference between them in their assessment of the effectiveness of the IMEI. Their collective responses indicated an overall agreement that the Instructional Materials Evaluation Instrument is an important instrument that will help teachers in the previewing of educational materials to determine appropriateness (80.0 percent total).

They also indicated teachers were more aware of the importance of previewing materials and identifying issues relevant to the use of

materials with Hispanic students (80.0 percent total).

Both groups faired almost equally in their responses to the major categories of Content -- Level/Relevance, Technical/Physical Aspects, and Usefulness. Overall, there was a hesitation to identify the items under the category Authenticity/Fairness as appropriate or inappropriate. This was most obvious for the items on socioeconomic, political, religious and ethnic diversity by both groups and for the items on stereotyping and bias for the untrained group (more than 40.0 percent in the "Not Applicable" column for these items by both groups). (See Tables 8, 9, and 10.) In the cases where these items were addressed, the groups fluctuated their responses (but with no statistical significance). This means that sometimes the untrained group was more sensitive to particular items on biases, while the trained group was more sensitive to others. There is no statistical data in this study to support reasons why this has occurred except for the demographic data and materials selection data which indicate significant differences in the background of the teachers from each group and in their selection of materials. These variables, however, were not controlled and, therefore, only speculations can be made.

Nonetheless, if the collective results of the data on Authenticity/Fairness were compared to the researcher's review of filmstrips on Puerto Rican themes, for example, there would be a great difference in the identification of biases and other fairness issues. The results were as expected since it takes time and practice for an individual to note the most minute details on issues of bias.

This was precisely one of the reasons for conducting this research. The specialists on previewing materials, i.e., the Council for Interracial Books for Children, The Epie Report Committee, as well as the researcher, will usually be much more critical of a given material than will a classroom teacher. But why leave this job only to the "experts" when it is the teacher who works day to day with students and educational materials. In the results of Instrument No. 1., 50.0 percent of the respondents said they did not read previews of educational materials they used. Given the tools to preview materials themselves (terminology, set of criteria and format), teachers of the two sample groups will now use educational materials with more awareness. The findings on Instrument No. 3 (assessing the IMEI) support the fact that having used the IMEI did make the sample teachers more aware of the importance of previewing (80.0 percent). They also support the fact that the IMEI helped the teachers identify issues that are important when using educational materials. In addition, the data indicates that teachers of both groups felt that sharing information on previewed materials with other teachers is important (75.1 percent total).

One immediate implication of this study is the need for greater use of previewing techniques by teachers working with Hispanic students and for greater awareness of the particular needs of Hispanic students where material selection is concerned.

Another feature of this study is the recognition that teachers are not readily familiar with previewing techniques or with the items identifying bias and stereotyping in educational materials, which may

reflect a lack of formal training in this area by teacher-training institutions.

Finally, the researcher has included the modifications as indicated in the study and developed the final IMEI in the form of a Handbook for the teachers of the given school district.

CHAPTER V

CONCLUSION, SUMMARY AND RECOMMENDATIONS

Conclusion

Students of Hispanic background face many obstacles in attaining an adequate education in the United States. They may be the target of discrimination because they belong to a "minority." Traditional use of stereotypes in the media reinforce negative feelings about self--some experience an identity crisis when the dominant culture belittles their home culture and they are torn between the two. History and politics have influenced their present status and bilingual-bicultural reality. Therefore, once in the classroom, teachers of Hispanics must be aware to address the particular needs of these students. The classroom environment and instructional materials as well as teacher attitudes can positively or negatively affect the students.

Bilingual educators are attempting to support the use and development of the primary language and culture, promote self-esteem and develop English proficiency and academic achievement. Many monolingual educators are attempting to learn about the needs of Hispanic students and to address those needs via a multicultural approach. Others maintain the monocultural ideal and totally disregard the special needs of children from diverse backgrounds.

Educational media today play important roles in the assessment of students and in the implementation of curricula. While teachers depend heavily on instructional materials, the presence of inappropriate items

in the content or illustrations through biases, stereotypes, or through the omission of important information, can be counterproductive.

Instructional Materials.

Modern communications media act as social, cultural, and educational forces in and out of school, affecting the roles and structure of both teachers and pupils. The very pervasiveness of media in contemporary society tends to obscure the nature of their power, but an understanding of this power can be developed by looking at some of the effects of media on our everyday relationship and experiences (Haney and Ullman, 1970).

The need to use varied forms of media for classroom teaching that is appropriate and consistent with the reality of all the children represented in any classroom cannot be emphasized enough. If we perceive children from their perspective, we will generally find that they are curious and anxious to explore, understand, and experience their environment. Their means of acquiring any data has everything to do with their first experiences--real life everyday experiences. There are many "information giving" objects and situations that most of our pre-school children experience today. Children are, of course, first introduced to people, their culture and language, and, then, possibly to animals (a house pet or farm animal). Probably from the day they are born, however, they are also exposed to incredible apparatuses produced by and for today's technological society. They view television and the moving pictures; hear the radio, phonograph or tape recorder; hear and speak (or babble) through the telephone. They see, touch, taste and smell diverse objects and foods. Many experience riding in or, at least, seeing moving cars, buses, trains, planes, etc. Through each

one of these media, they experience, explore and enhance all of their senses. Children, even at the pre-school age, become familiar with science, social studies, history, art, music, fantasy and sports via the various visual/audible media that are so readily available today.

Today's environment is incredibly rich in experiences that are "information-giving." Children's minds are challenged through every sense. They learn to accept these experiences as part of their natural surroundings, their world. Many times adults overlook the fact that today's school children are very different from those of the pre- or early-technological age. "In the old days, the family, the church, and the school constituted the big three in terms of influencing a child's development" (Haney and Ullman, 1970).

Although there are arguments in favor or against the effect that the modern-day environment has on today's school children, it is their reality. It is important for educators to realize that providing a limited classroom environment during a six to seven hour school day can be a stifling and frustrating experience. "Today's students are 'media oriented.' It is to the advantage of today's teachers, therefore, to become acquainted with ways in which media could be used to improve instruction" (Kinder, 1973, p. 4).

Inevitably, however, biased material, and materials lacking in cultural relevant content, will find their way into the classroom.

Bilingual and Multicultural Education. Bilingual-multicultural education (which at times is amidst much controversy) has highlighted the pluralistic nature of this country. Although its aim is to provide

equal access to education, which is available to the general populace, ". . . a significant implication of bilingual education on a national basis is that it fosters cultural pluralism in a multiethnic society, through maintenance of the language-culture heritages of various groups--a concept which is consistent with the democratic principles of choice, central to the American way of life--rather than cultural conformity and compulsory Americanization--principles now rejected in a free society, and associated with the myth of the 'melting pot' tradition" (Rutgers, 1975).

Certain sectors of the society still maintain the melting pot theory and resent any innovative movements that differ from it. There are many misconceptions about bilingual education and misinformation resulting from prejudice, stubbornness, ignorance, and misguided governmental policies. Educators are prepared to satisfy the immediate affective and cognitive needs of bilingual children, but they are confronted with inadequate support, management, and materials. In addition, they are met sometimes with hostility and prejudice. Bilingual education is sound; it can work. The available research generally supports this. The appropriate conditions, however, are necessary for it or any other educational program to succeed in its endeavors.

It is important for teachers and students to view instructional materials critically, recognizing that they are influenced by human performance and subjectivity. Perhaps students would read more, for example, if they could perceive printed material as what it is: a medium for communication; a medium between two subjects, the writer and the

reader. If students could become active participants in this process, then they could challenge, question, understand, accept or reject the material content. For too long, students have been taught to accept all of the information found in instructional materials as unquestionable truth. If they could be encouraged to see, hear, and read critically, then they too would have the tools to screen the materials they come into contact with. They could point out biases and discrepancies from the confident perspectives of individuals who accept and respect themselves and others. For any student (whether he/she is bilingual or monolingual) to reach this level of self-awareness and positive self-acceptance, he/she needs to have been provided with the guidance and instruction of educators that used instructional materials with selection, discrimination and appropriate additional instruction.

Within the limitations of this study, one can conclude that teachers need not be formally trained to become aware of the importance and techniques for previewing materials to be used with Hispanic students.

Through this study, the researcher emphasized the importance of identifying the appropriateness and inappropriateness of educational materials via a systematic instrument, and passing that information on to other teachers using the same resource center. Most importantly, teachers of Hispanic students in a given school district were exposed to, and made to understand, the vital issues of concern regarding the use of materials with Hispanic students.

In conclusion, a handbook for teachers on the selection of materials for use with Hispanic students can be a valuable training tool and guide.

The researcher includes a modified Instructional Materials Evaluation Instrument (IMEI) in a Handbook for the Selection of Appropriate Materials Used with Hispanic Students, which reflects the input of teachers in the study.

HANDBOOK FOR THE SELECTION OF APPROPRIATE MATERIALS
USED WITH HISPANIC STUDENTS .

By

Anaida Colon-Muniz

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INTRODUCTION

This handbook has been designed to assist teachers in the selection of appropriate materials used with Hispanic students. Given the huge numbers of materials produced by commercial publishers, teachers can afford to be selective in the materials presented to and used with Hispanic students. This is most important since many materials have been found sexist, racist, or biased in ways that might be detrimental to the self-image of Hispanic students. In addition, some materials only serve to promote negative stereotypes.

Many times teachers are not aware of the errors in educational materials and innocently present these to their students without previewing. This handbook will give teachers some notion of the many criteria they can use to determine the appropriateness of a given material. In a pilot test of this evaluation form, it was found that at least 50 percent had not previously previewed materials regularly. In addition, it revealed that use of this instrument made them more aware of the importance of previewing (87.5 percent).

Once the checklist has been completed, the previewer should review those areas found to be particularly inappropriate and those particularly appropriate and outline them on the description page at the end of the handbook. At that time, the previewer should decide whether the material is appropriate for use and recommend it. Also, the previewer can decide whether or not this material is inappropriate for use as is but can be shown to students as an example of a biased or inappropriate

material. This will help students in their critical thinking skills.

If a material has both very positive and negative aspects, the previewer might decide to utilize only certain parts of the material, or make up for the faulty areas by using supplementary instructional materials to balance the learning. A section on how to use biased material is included.

Once the information page is filled, it can be filed for future reference. It can also be returned to the resource center or library from which you borrowed the material to alert other teachers and librarians of the results.

Included in this handbook are a list of terms to clarify the meaning of items used in the previewing of a given material, a checklist, and a recommendation page which will guide the previewer in identifying the diverse aspects of a particular material so that it can be rated as appropriate or inappropriate. In the case that the material cannot be evaluated on a particular item (i.e., as in the case of a book under the item "Narration/Sound Effects"), the previewer should check the "Not Applicable" column. Certain items will require that the previewer make a judgement; therefore, it is crucial that the terms included be reviewed carefully.

SUMMARY OF INSTRUCTIONAL MEDIA AVAILABLE
FOR CLASSROOM USE

Though they provide no cure-all, the evidence is clear that audio-visual materials can make rich contributions to the experience of both fast and slow learners (Edgar Dale, 1969).

Instructional media can be described as an array of colorful moving, talking, readable, visual, audible, touchable objects, pictures, words, movies, cassettes, slides, and video, that help make the intangibles of language communication used in curricula more real or concrete. These media can be considered tools that teachers may use for more effective instruction. The bilingual and multicultural curricula is in ever-growing stages as educators seek to meet the demanding needs of their students. Therefore, teachers must have a clear understanding of what is available to them for enriching that curricula, and what the challenges are that they must undertake to use these effectively.

Realia or Real Things. There is little argument against the principle that the best lessons are learned through firsthand experiences. If any instructor seeks to use this medium or instruction, he will find that it includes all real things and experiences such as:

People: From the teacher to the zoo-keeper to the children themselves. A most wonderful and available resource that teachers do not always value.

Objects: All real objects that can be brought into the classroom (those that are reasonable in size and

pose no potential danger). What better way to learn about an orange than to hold one, smell, and taste one! When real objects cannot be brought into the classroom, then the class can be taken to them, during trips, for example.

Animals: These can be brought to class, kept in class as pets or seen at a distance in zoos or in the wild.

Trips or Events: Students can have firsthand experiences visiting places and participating in special events.

Demonstrations: When students cannot handle certain materials themselves, they can view firsthand the instructor or specialist demonstrating them.

Models and Mock-Ups. These three-dimensional objects can be useful when the real thing is not available.

Model: A three-dimensional replica (usually smaller in size for classroom use) of a real object, person, animal or location that can be used in instruction. Some examples are model planes, animals and models of parts of the human body.

Mock-Up: A three-dimensional object which can help demonstrate a more complicated subject, process or theory. One example might be batteries, wire and bulb connected during a demonstration of electricity.

Verbal Symbols. Printed words, projected words (as in transparencies, slides, and films), and any written words (as on the chalkboard or paper) are listed under this category.

The Printed Word: Probably the most common instructional medium is the printed word. The fact that the printing presses have made printed materials so readily available and relatively inexpensive has facilitated the use of this medium. Individual books are available for individual children at their particular reading proficiency levels and in the native and second languages. Printed materials come in a variety of colors, sizes, topics and languages.

The Written Word: Teachers have made use (and to some extent abuse) of this medium. Writing on the chalkboard and having the children write in their books continuously has been the favorite pasttime of teachers who seem to know very little about education and are passing that same sense of ignorance onto their students (opinion). There is a desperate need for these teachers to become familiar with other instructional media. There are also creative ways of using the chalkboard.

The Projected Word: This has become more popular today in moving pictures, overhead transparencies,

filmstrips and slides. Many times the words accompany pictures.

Graphic Representations. Under this category, we can include maps, diagrams, graphs, charts and other drawings. They can be found on paper, in books, in transparencies and via other hardware.

Still Pictures and Illustrations. A still picture could be in the form of a photograph or an illustration. It is usually a copy or representation or realia. Still pictures are quite common, since they many times accompany the printed word in books and other materials. Picture books are also popular (especially with young children); these contain no words. Still pictures can also be found projected in the form of slides, transparencies, filmstrips and sometimes on moving film. Pictures may be found in color or black and white and some are accompanied by sound.

Motion Picture and Videotape. These are moving images in color or black and white produced from live action or from still pictures or graphic representations.

Films: Films come in 8mm, 16mm and 35mm (35mm is not as readily available today). They can be silent or have sound which is synchronized or narrated. "Numerous research studies have demonstrated the effectiveness of films in teaching many types of subjects" (Dale, 1969). It is important for teachers, however, to integrate the use of films

with a particular content area in order to enhance learning about a subject. I have seen too many teachers use film as entertainment, or just "to keep the children quiet." This is not effective use of film.

Videotape: Videotape is the recording material on which live action is captured. The ability to playback the recorded images immediately is one of its greatest attributes. Teachers can use the VTR for self-evaluations as well as student evaluations. It can be used for recording many activities and serve as a means for learning the basics of television.

Educational Television: The use of broadcast and close-circuit television in the classroom fall under the heading of mediated instructional procedures where many channels of communication are phased together to form a system (Kinder, 1973). Television can reach large audiences and bring a world of information into the classroom. This medium has not been used to its greatest potential in the classroom, and, yet, it is used extensively by children in their homes.

Audio Recordings. These are most commonly found in schools in cassette form, on magnetic tape. Recordings are also made on discs. In either

form, they reproduce the sounds of speech, music or sound effects. They can be used for individual instruction with the use of headphones, or in small group or full class instruction. Cassette recorders are commonly available in schools and can facilitate the learning of language and auditory discrimination.

Programs. "Programs are sequences of information (verbal, visual, or audio) which are designed to elicit predetermined responses" (Gerlach and Ely, 1971). Under this category are programmed books, computers and teaching machines. Information can be presented through one or multimedia. There is an active "communication" between the program and student. The student initiates the continuous flow of information through his responses. Some programs provide the corrected information when an incorrect response is given.

Simulations. Replication of real life experiences for the purpose of instruction fall under this category. Educational games using the stock market, or the supermarket, are simulations. Films, recordings, objects or stills can be used for the purpose of simulating a situation.

Listed below are the machines (or hardware) which can be used with instructional materials (or software).

The Bulletin Board	Motion Pictures
The Chalkboard	Transparencies
The Feltboard	Photographs
The Filmstrip Projector	Discs

The Slide Projector	Cassettes
The 8mm Projector	Computer Program Cards
The 16mm Projector	Videotape
The Overhead Projector	The Television Monitor
The Record Player	The Video Tape Recorder (Camera) and Playback
The Audio Cassette Player	Machine
Art Material	The Teaching Machines
Bulletin Board Materials	The Computers
Felt Materials	The Typewriter
Filmstrips	The Screen
Slides	

The software on these materials can be commercial or teacher-made. When the software available is appropriate, teachers should engage themselves in the creative art of making their own materials based on the needs of their students. Many books, magazines and manuals are available to guide teachers in this endeavor.

Several questions arise about the kind of contributions that various media can make and the kinds of difficulties that may arise from their use.

There is little firm evidence in the research literature that any medium of instruction is intrinsically superior to any other medium of instruction. . . . a single method or a single medium of instruction will not suffice, even if only because it will become unbearingly monotonous. Variety among instructional media seems to be more efficient than a monopoly of one. . . . there is reason to believe that media are complementary, not competitive, and that a combination of media in the instruction process is superior to any one alone (Charles F. Hoban, Jr., 1961).

Even if a teacher decides she/he wants to use varied media, several limiting factors may make it difficult. A teacher may confront, unfamiliarity with certain audio-visual media, inappropriate facilities, personal fears and limited support from the administration. Most teachers are afraid to use varied instructional media, especially those that include the use of machines and films or other photographic materials. Most teacher-training institutions do not insist that future teachers take a course in educational media, and, yet, the appropriate and effective use of instructional materials is as important as teaching methodology. As a result of this, teachers find themselves learning what they can about media "on the job." This may not seem so terrible when making a poster or preparing a bulletin board (although skills in these areas would help), but trying to show a slide presentation to a fourth grade class, only to find the pictures are upside down, can be a disaster. Most schools today have media specialists or a librarian who has acquired media skills. Teachers should ask their assistance prior to classroom activities, or perhaps request a development workshop on the proper use of several media.

School administrators at times limit the use of varied media because of limited budgets. They feel they cannot purchase and maintain the costly hardware, some of which become outdated, due to the constant technological innovations. If administrators could be convinced that effective uses of instructional media could improve the quality of instruction, the budgets would be revised to accommodate the purchase of materials.

Appropriate Facilities. When using audio-visual media that require special conditions, one must be sure to consider:

Hardware Facilities:

Are the machines working?

Are the accompanying hardware the right size (films, cassettes)?

Are the electrical plugs in good condition?

Are the lamps working?

Room Facilities:

Are there shades to darken the room?

Are there complementary outlets?

Is an extension necessary?

Is the space appropriate?

School Facilities:

Is there a space available in the school that satisfies all of the necessary conditions?

Selection of Media. When selecting media for classroom use, the teacher must be aware of several important factors:

Appropriateness -- The selected medium or media

should be based on the objectives and content of the lesson. What is the behavior the teacher wants the students to perform? What medium would highlight that behavior? For example, audio tape recorders are appropriate for oral language activities. Biases in materials and content relevance should be considered.

Level -- The instructor should select the most effective medium for the students in the class, consider their levels of language dominance and comprehension and consider how the subject matter is presented. The visuals and language used should be complementary.

Technical Quality -- It is important that the software is clear and understandable. Pictures, language, and colors should not interfere in the learning process; they should enhance it. How old is the material; will the film break during a showing?

Availability and Cost -- Are the materials accessible? Will the school provide the funds for their purchase, or will the teacher assume the cost? Could another less expensive and more available material be as effective? If materials are available through public library or school loan, it is important that requests for the medium are timely.

FACTORS TO CONSIDER WHEN TEACHING HISPANIC STUDENTS

Once an educator has decided to provide a rich classroom environment and include various media forms as instructional materials, there are several important factors to consider so that the materials are most appropriate and most relevant to the students in the class and their needs. Understanding the meaning of several items within instructional technology can set the basis for further understanding about the most effective and appropriate uses of educational media. Becoming familiar with the various media available is necessary for the preparation of a diverse curricula that includes the most suitable medium for a particular lesson. Awareness of the technology involved in the use of the audiovisual hardware can determine the success of the educational program. This is mentioned because (1) the classroom facilities must compliment the audiovisual hardware, and (2) the instructor must know enough about the hardware to use it correctly. But there are several factors which are even more important than these, especially when discussing an appropriate curriculum for bilingual-bicultural inner-city children, regarding the selection of the software or the actual "teaching materials." Educators must become familiar with the varying backgrounds of the children in the classroom. This refers to culture, language, socioeconomic background and race. Within each of these categories, we can come across materials that reflect differing opinions about sex roles, family life, work, regionalisms in languages, etc.

Careful evaluation and screening of materials are crucially important factors that the educator must consider when preparing a curriculum rich in reference and instructional materials that will not only respect the child's prior experiences within a rich technological environment, but also respect and encourage respect for the cultural, socioeconomic, racial and linguistic factors in a child's background.

The following descriptions are based on the results found in A Proposed Approach to Implement Bilingual Education Programs, by the National Puerto Rican Development and Training Institute (National, 1972).

Language

- Language and conceptual development are interdependent for the school-age child (San Diego, 1976). Therefore, language cannot be learned outside its cultural content. This is important particularly in bilingual programs, where English as a Second Language is taught as an isolated and unrelated event.
- Bilingual students have been found to proceed more quickly in academic areas when instructed in their dominant language.
- The use of language as a medium of instruction (native or second language) is a much more effective means to teach language than when taught as a subject.
- Regionalism should be respected, studied and used as a worthy means of instruction, "standard" language can

be taught also to familiarize the student with its vocabulary and usage.

Most English as a Second Language and bilingual programs use the native language to facilitate the acquisition of the dominant language. The above findings indicate that the instructor must consider the importance of the native language of the students and should use a language (native or second) as a means of communicating content that is relevant to the students.

Culture. The Institute for Cultural Pluralism defines culture under these six categories (edited):

Formal Culture: Formal culture is visible and can be consciously observed by both culture group and non-culture group members. It is composed of such elements as dress, diet, folklore, heroes, artistic, literary and musical expression. Bilingual programs tend to concentrate on this aspect. There is the danger that a homogeneity of the culture (that does not exist) may be inferred. There are many differences within a cultural group.

Deep Culture: Deep culture is composed of such elements as thoughts and actions, personal values, religious convictions, attitudes toward pride and self-respect, minor vanities and subtle interpersonal relationships. It affects our attitudes, choices and responses at an unconscious level. Students should be provided with an opportunity to experience authentically as many aspects as possible of the life of a cultural group. Their opportunity to understand the essence of the groups' culture is enhanced.

Situational Culture: Situational culture is experienced and created as the result of life struggles, successes and failures of cultural group members as they seek human fulfillment in dynamic interactions with members of other culture groups with whom they share a physical and societal environment. It is created in response to economic, social and political conditions faced by a group. It is dynamic and adaptive and "can be explained primarily by analyzing the factors inherent in the greater societal system" (San Diego State University, 1976).

Language and Communication in Culture: Regionalisms and non-verbal communications can come under this title. This category of culture includes the student's preferred manner of speaking, gestures, past-times and sensitivity to variations of meaning.

Humanistic Values in Culture: These are reflected in a culture's philosophical, religious and metaphysical view of human beings' relationships with one another and with the world. Values that are shared with other people, such as humor, kindness, justice, competition, cooperation, unselfishness and leadership, may take diverse forms and expressions among different groups (San Diego State University, 1976).

History and Heritage in Culture: Recorded history and heritage reflect the ideas, actions, aspirations and accomplishments of the past valued by specific groups within a culture.

Therefore, culture is a multifaceted conglomerate which encompasses all aspects of a people or nation. While many of its attributes may be common to a culture (i.e., language), others, subject to experience and

situation, may vary (i.e., personal values). It is important to recognize those differences as well as similarities, because of the dangers of stereotyping. Teachers of students whose cultural heritage differs from the dominant culture can make use of culturally relevant materials available, which highlight common elements of the students' culture, and yet be aware of intracultural differences.

Motivation. According to the study made by the National Puerto Rican Development and Training Institute, student motivation is the most important variable in language learning (National, 1972).

The teacher must promote a positive attitude towards the language of the children. The materials used for instruction must provide activities that are interesting to the student and should reinforce the students' ability to communicate. Low scores in scholastic achievement tests taken by students of color have been attributed to motivational factors of identity, power, and connectedness, as found in a report of the research conducted by The Fund for the Advancement of Education's Elementary School Teaching Project (Weinstein and Fantini, 1980).

Students whose language, culture, race, and values are not recognized or accepted by teachers or reflected in educational materials may experience frustration and reject the educational system. Their motivational level in that setting will be affected since they may not see the classroom, and all of its extensions, as a supportive system that will be of use to them.

To become an active member of a group, one needs to identify with it and recognize its worth. Also, the assurance that one's voice and opinion will be heard and that these can make a difference serves to encourage successful participation within a group.

Teachers should recognize the importance of a classroom which stimulates students to learn, first about themselves and then about others; a classroom which foments self-esteem encourages group participation and allows for self-expression and decision-making. Appropriate educational materials can aid in meeting these objectives if selected and used properly, but teacher awareness and sensitivity is crucial.

Critical Thinking. Developing this ability is especially important for children of color and different cultural and linguistic backgrounds. They must face biased attitudes and assumptions from persons, institutions, books and the media. This can affect their perception of self and of their cultural group. The prevalence of biased materials makes this capability the most necessary for such students. The following definitions from Critical Thinking in Social Sciences, by Paul Dressel (1954), outline necessary skills:

1. To recognize stereotypes or cliches. Some obvious cliches and stereotypes found in social science materials are the savage Indian, the unambitious Mexican willing to live with failure. To accept these at face value is to risk being victimized by propaganda techniques.
2. To recognize bias and emotional factors in a presentation. A presentation's validity must depend on its factual basis and the soundness of its reasoning. When fact and reason are substituted by highly loaded words or appeals to prejudice, it may well be that there is little substance to support the presentation.

3. To distinguish between verifiable and unverifiable data. Some material is factual or verifiable, and some is not. Sweeping generalizations, value judgments and opinions are not usually verifiable. Most factual material, on the other hand, is subject to proof even though the data necessary to verify it may not be at hand. Arguments supported only by unverifiable material are not very trustworthy.
4. To distinguish between essential and incidental. It is important to recognize that facts are essential to a proposition, and what facts are merely incidental.
5. To recognize the adequacy of data. A judgment made on the basis of fragmentary evidence is likely to be of little value. In dealing with social issues, it is particularly important that judgments be based on sufficient information. When significant facts are omitted from a presentation, it often is in an attempt to force a conclusion that a consideration of the full facts would not support.

The biases reflected in the dominant culture have been perpetuated through instructional materials. Although domestic publishers and materials producers have attempted to screen stereotypes and sexual biases from existing materials (because they have been pressured to do so), one main offense still exists, that of omission. Representation of or historical and cultural data about people of color, the poor, and the female population in the United States has simply been overlooked and omitted from many materials. Through the efforts of more conscious groups and consultants to publishers, this situation is, to some extent, being corrected. Materials directed specifically to the minority populations in the United States are being produced in an attempt to make up for past errors. Unfortunately, these more up-to-date materials are usually published in English. If translated, sometimes the translations are poor. Most of the materials produced in other languages by domestic

publishers are texts and series of science and mathematics. These, also, are usually translations from the English.

Because bilingual programs depend so heavily on native language materials, they are forced to seek materials published elsewhere. This is the case for most Spanish language materials sought by bilingual educators. Latin American and Spanish educational publishers have served as the main resource for materials acquisition in Spanish. Unfortunately, foreign publications are not screened for certain biases and stereotypes in the countries of origin, and therefore must be screened in the United States. There is also the problem of irrelevance, since these materials reflect cultural realities and values (and sometimes regionalisms) which are significantly different from those of the Spanish-speaking students of the United States. The Institute of Cultural Pluralism states in its manual, "Materials meant to reinforce the positive self-image of cultural and linguistic minority students through identification with and feeling for their own culture must reflect accurately the student's language and experience" (San Diego State University, 1976, p. 20). Supplementary and teacher-made materials can help fill the gaps left by these materials.

There is also the question of authenticity. Ideally, the culturally authentic story should be written by someone who has intimate knowledge of the culture. Imitations are easily detected. Recently, this researcher came across an interesting version of the Puerto Rican fable of Martina and Pérez by Marjorie Hermann. The author attempted to make the story as authentic as possible. Briefly, Martina is a

cockroach seeking her true love, and although she is courted by many animals, she falls madly in love with "El Ratoncito Pérez," an elegant rate. The story is retold by this author in a very pleasant manner, but this researcher (being Puerto Rican) was bothered by the fact that in this version Martina was an ant and not a cockroach! The story is still lovely, but a sense of authenticity is missing. Recently, one finds more and more materials that are written and produced by members of the various minority groups but the number is not significant (Materials Acquisition Project, 1975).

IDENTIFYING BIAS IN INSTRUCTIONAL MATERIALS

For the purpose of this Handbook, the author will highlight those biases found in materials which instructors should avoid or adapt. It is important to remember that while the printed word may seem the most susceptible since it is a frequently used medium of instruction, biases will be found in pictures (still or moving), recordings, games, and oral language arts materials.

Cultural Bias. Materials used for the teaching of culture should reflect all aspects of a culture, not just what is considered "typical" or common. Sometimes things labelled as "typical" are just considered exotic or strange. They should not debase one culture when compared to or as opposed to another. Certain words may be found which are offensive, such as "backward" or "primitive." Cultural group members may be limited into behavior patterns (example: people who live in slums are poor, dirty, angry, and frustrated; while farmers are content, work hard and are happy). Physical homogeneity in a group can be misleading (except for age and sex). For example, all Puerto Ricans look alike or the Chinese and Japanese look the same. Materials should reflect differences in beliefs and characteristics within a culture, so that all Chicanos are not seen as "Catholic," or Jews as "cheap." They should realistically reflect the differences and challenges towards values and attitudes within a culture (example: all Hispanic women accept machismo passively). It is important to see how inter-group relationships are viewed. Is one group always passive while the

the other violent? Are there explanations for certain attitudes as being the result of threat, competition, or need? Explanations are important so that assumptions are avoided.

Materials should reflect a respect for all cultures. Contributions and achievements should be comparable to those of other groups as well as unique. Latinos are good baseball players or the Chinese are mathematical geniuses are poor examples. Accuracy in descriptions of celebrations, history, traits, values, and behavior are important.

Political Bias. Political content should be accurate historically and should reinforce political freedom, responsibility and equal participation. "These are expressed in the laws of all the United States and are the rights of all of its citizens" (Institute, 1976, p. 32).

Certain materials will criticize or debase other political systems. Many are presented in simplistic ways, without making references to the historical, economic and cultural conditions of the particular countries. Material content should, instead, reinforce the right of other nations to self-determination. We must also be aware of materials that assume that certain groups lack political power because they are lazy, apathetic or ignorant.

There exist materials that still consider the cowboys as the "good" guys and the Indians as the "bad" guys. This attitude has sometimes been generalized to depict conflicts between the United States (the "good" guys) and other countries (the "bad" guys). The right to protest should be reinforced as positive and not made to appear as the work of "subversives," "fanatics," or "crazy people." Fair accounts

should be made so that students can learn to assess social, economic and political fairness.

In the Manual for Evaluating Content for Classroom Materials for Bilingual-Bicultural Education, an important question is asked, "Do materials reflect a realistic view of the United States government as a system of checks and balances that is often more responsive to power, economic pressures and politics, than to the needs of individuals?" (Materials Acquisition Project, 1975, p. 36). Promoting a realistic view of the United States is important so that students are not misled by stories indoctrinating them to believe that this government hears each individual as it does a large corporation. Students should be able to assess their role within this political system so they may take an active role in exercising their rights under the constitution without misconceptions about where the power lies.

Race Bias. When the persons of color are always depicted as subservient to the white persons in any content or illustration, the material reflects racial bias. Over and over again, we confront pictures of white police caring for minority youth (or correcting this misbehavior), or of hospitals where the white doctors and nurses care for minority patients, or of little white children helping little children of color at play or in school.

It should not be assumed in the content that persons of color want to maintain a second-class or oppressed position. "The great white father" attitude in materials can be a great threat to a setting where equality is to be fomented.

Sometimes it is assumed and reflected in materials that people of color are not American, that they are foreigners, do not speak English and relate only to other cultural settings. Colored peoples of the world community are at times depicted as "inferior," "uncultured" and "primitive."

Racial content should be such as to reflect the actual presence, contribution and quality of experience of different racial groups within the United States and the world community (Institute, 1976). Accounts should be accurate.

Another important factor to consider when selecting materials is to be aware of the cue words that label racial stereotypes. For example, white is almost always seen as purity and goodness, while black is viewed as unclean and evil. Blonde hair, light skin and light eyes are favored over dark hair, dark skin and dark eyes. Straight hair is favored over curly. White features are favored over Asian or Black features sometimes to the point of painting white-looking faces to a darker color to depict racial differences that are more "palatable" to the dominant society. Children of color many times grow up hoping that they can change something about themselves to look more "white"--self-identity in that case being the most affected characteristic in children as they desire to be someone else, someone more like those people they readily see or hear about through the media outside the school.

People of different races are sometimes shown in materials as narrow-minded, limited in feelings and expressions, unhappy or

problematic. Be conscious of materials that stereotype people of color as rhythmic, sensuous, stronger or more athletic, or "good with their hands." Check the speech patterns or dress patterns that are emphasized.

Because of the omissions in materials of contributions made by people of color in the United States and the world, some recent materials deal exclusively with the non-white contributors. It should be noted, however, that they should not be viewed as "freak accidents of nature." They should be respected as all other contributors and evaluated based on their individual histories.

Historical Bias. Certain materials will suppress or distort the present contributions of minority groups in the United States. The materials should reflect United States history and expansion, not only from East to West but also from South and West to North and East, and that it depended upon wars and conquests to reach its present political frontiers. The existence of Native American civilizations and Mexican settlers, as well as Spanish and French, should not be overlooked or omitted.

Note how other racial and cultural groups are depicted in materials. Do the Mexicans appear as dirty and drunken maniacs who insist on fighting the United States for land? What about the references about Native Americans? Is the United States always the good hero that rightfully takes land or buys it from Mexicans and Native Americans, or do the other groups seem justified in their struggle to maintain their land and culture?

Some materials depict the American continent as "unsettled," free, open land just waiting to be settled by the Anglo. They suggest that subjugation of the Hispanics, Native Americans, Blacks, and Asians was part of the United States' destiny to achieve greatness and power.

The history of minorities in America should be accurate. Some materials do not give a true account of the different minority groups' resistance to Anglo acculturation, or of certain minorities' attempts to assimilate only to be confronted by rejection.

Religious Bias. Especially found in Spanish language materials is the emphasis on teaching details about and doctrine of the Catholic Church. When relevant to a particular people, religions should be reflected with respect. This is true especially when they are used to broaden students' knowledge and understanding about cultures. Similarities and differences between cultures should be emphasized.

Check materials that make fun of other religions or claim religious superiority. Materials may demean religions by referring to them as "primitive" or "superstitious." Sometimes they compare religious artifacts to secular artifacts in an offensive way (comparing a Native American religious mask to a Halloween mask) [Materials Acquisition Project, 1975].

Sexual Bias. Sex role stereotyping is quite popular in domestic as well as foreign publications and other materials. (Also, many more materials are written and produced by males, which demonstrated publisher practices with regard to sex roles.) [Materials Acquisition Project, 1975]

Males are readily seen as superior, stronger, and wiser; women are depicted as passive, weak, and ignorant. Pictures will many times speak for the materials as boys are shown with their fathers in active, outdoor roles, while girls are shown in the kitchen with their mothers, or perhaps babysitting (future mothers training?). Traditionally, materials have promoted that females are evil, witches, or soothsayers (example: classical stories of the evil stepmother). Today's materials should challenge the traditional stereotyping and promote a healthier, more realistic view of males and females as equal members of society, with the right to choose and perform as individuals.

Although motherhood is an important fact of female life, certain instructional materials lock women into that role together with domesticity and loyalty to marriage. Whether they are mothers or not, females should be reflected as individuals with strengths and weaknesses, ideals and virtues as well as failures. Men should also be viewed in this more human context, rather than as the super human heroes they are at times portrayed to be; heroes that live to protect and maintain their families, make the important decisions and determine the success or failure of every event. They too are locked into roles which stifle their growth and help promote more sexual biases.

The content of the materials should reflect the actual situation, contributions and struggles of women in this country.

Women of other cultures are many times depicted in demeaning terms. These materials should be avoided or criticized.

Social-Economic Bias. It is important to preview materials for social biases because of the impact that this society's emphasis on class and material wealth and family lifestyle has had on its citizens. Assumptions are made about what elements make up a family. This middle-class family ideal is perpetuated as are other middle-class values. Consider this as the impression one is left with after reading several books or viewing several visual media on the American family: Children live in a New England style home, and have a family that includes a mother, father, sister, brother, dog and cat. During Christmas, it always snows. Schools are down the street, and the family doctor comes to see his patients at home. Father comes home at five-thirty wearing a suit, while mother has spent her day cleaning and cooking for the family. The son loves sports and the daughter plays house with her dolls. By the way, the family is white, and only speaks English. Although fictitious, this story uses references from materials that were experienced by this researcher as a child and later as an elementary school teacher. Not only is this story middle-class oriented, racist, and sexist, but this family setting is probably irrelevant to the majority of families in the United States today.

Biases are also reflected in a misrepresentation of contributions and struggles made by all social classes to the United States' society. Also, varying cultures are sometimes presented without social classification or diversity within the culture.

INSTRUCTIONAL MATERIALS EVALUATION INSTRUMENT
(IMEI)

Check (✓) column that best describes your rating. Please refer to accompanying guide for clarification of terms.

I. Content of Instructional Materials		II. Technical/Physical Aspects		III. Teaching Aids		IV. Usefulness	
A. Level/Relevance for Target Group		A. Technical		A. Guides		A. Instructional Material Achieves Its Identified Objectives	
B. Authenticity/Fairness		B. Physical		B. Scripts		B. Instructional Material Was Useful in Reinforcing:	
Treatment of:		1. Sound Quality		C. Suggestions for Use		1. Positive Self-Image	
1. Hispanic Culture		2. Visual Quality				2. Bilingualism	
2. Race		3. Ease in Handling				3. Biculturalism	
3. Sex		4. Picture Language				4. Motivation	
4. Language/Accents		Integration				5. Critical Thinking Skills	
5. Socioeconomic Class						6. Elimination of Negative Stereotypes	
6. Political Diversity							
7. Religious Diversity							
8. Ethnic Diversity							
9. History (Romanticism vs. Reality; Omissions)							
10. World Community							
11. Stereotyping/Bias in Content							
12. Stereotyping/Bias in Visuals							
C. Specify Inappropriate Items/Comment							
1.							
2.							
3.							

RECOMMENDATIONS

Please detach this page and return it to the resource center for future reference by other teachers.

Title: _____

Author/Publisher: _____

Language:

Recommended Level:

☐ Spanish
☐ English
☐ Both
☐ Other: _____

☐ Readiness
☐ 1-3
☐ 4-6
☐ 7-9
☐ Secondary

Purpose (indicate why you have borrowed this instructional material):

For instruction in:

☐ Art
☐ Careers
☐ Health/Safety
☐ Human Relations
☐ Math
☐ Music

☐ Personal Reference
☐ Reading
☐ Science
☐ Social Studies
☐ Values
☐ _____

I feel it is: () Appropriate () Inappropriate

I feel this instructional material was most appropriate/inappropriate because:

I recommend the use of this instructional material: Yes No

I recommend this instructional material be used as an example of an inappropriate material for future awareness by students: Yes No

I recommend this instructional material be revised: Yes No

TERM REFERENCE SHEET

Use the following list to clarify the meaning of a term used in the evaluation about which you may have a question or doubt. It may help you to understand the reason why a particular item was selected for evaluation.

Level/Relevance

In this section, you are asked to evaluate the appropriateness of the level used in the instructional materials with regard to your students.

1. Vocabulary: Language is (is not) comprehensible to the students (not too difficult or too simple).
2. Concepts: The concepts used in instructional materials are (are not) at the comprehension level of the students.
3. Interest: Themes, characters and action do (do not) capture interest of the target group and reflect or are relevant to their personal, cultural and environmental reality.
4. Print Size: Letters/symbols are (are not) easy to read by the students.
5. Narration/Sound Effects: Use of voice and sound is (is not) relevant to the target group.
6. Timing and Sequencing: The timing and sequencing of concepts and/or story are (are not) paced so to be understood and followed by the target group.
7. Up-to-Date Information: The instructional materials are (are not) timely so that students are not distracted by characters' appearance, objects, and outdated information.
8. Language Usage: The language used is (is not) considered inoffensive and standardized so all children of the target population could understand. It is (is not) free of regionalisms or expressions that reflect only one Spanish-speaking culture.

Authenticity/Fairness

These terms will help screen out inappropriate stereotypes and biases in instructional materials where information can be distorted by the authors' lack of sensitivity, prejudice or correct information. Please be aware of their meanings and importance to this evaluation.

Treatment of:

1. Culture: The Hispanic students' culture is (is not) reflected and respected in instructional materials.
2. Race: The instructional materials do (do not) reflect the various races in American and Hispanic culture. Different races are (are not) shown of equal status, reflecting diversity within a race (and free of racial stereotypes or bias).
3. Sex: Instructional materials do (do not) reflect sex fair roles of females in diverse occupations, with diverse family, social, political responsibilities. The language and visuals used are (are not) neutralized to include both male and female and avoid sex offensive terms.
4. Language/Accents: Instructional materials do (do not) reflect or show respect for speakers of a language other than English. They do (do not) show people with accents as equals and free of ridicule.
5. Socioeconomic Diversity: Instructional materials do (do not) assume or reflect social/economic diversity within Hispanics as well as other groups. Instructional materials do (do not) reflect those differences free of stereotypes.
6. Political Diversity: Instructional materials do (do not) reflect diverse political interests in the United States, abroad, or within a particular ethnic group; i.e., Hispanics.
7. Religious Diversity: Instructional materials do (do not) reflect different forms of worship within a particular ethnic group, nationality, or country.
8. Cultural/Ethnic Diversity: Instructional materials do (do not) reflect cultural pluralism of the United States.
9. History: Instructional materials do (do not) reflect history accurately and realistically.

10. World Community: Instructional materials do (do not) treat people of other nations fairly, realistically and equally. Instructional materials do (do not) avoid generalized statements or visuals about foreigners.
11. Stereotyping/Bias in Content: Instructional materials do (do not) avoid promoting stereotyping/bias about race, sex, national origin, etc., in content.
12. Stereotyping/Bias in Visuals: Illustrations do (do not) reflect sex, race, ethnic, etc., fairness.

Technical/Physical Aspects

In this section, you rate the sound and/or visuals as appropriate or inappropriate. In addition, you rate the physical appearance, durability, and the way the materials are organized (i.e., filmstrip, cassette and teachers-guide).

Teaching Aids

1. Guides: A guide may include objectives of the instructional materials, lessons and follow-up activities.
2. Script: A script is the printed version of the narration or voice (usually accompanying an audio-cassette or record).
3. Suggestions for Use: These may be found in the guide or on a separate sheet. You are to rate appropriateness of the suggestions made.
4. Picture Language Integration: Instructional materials do (do not) have visuals and language that correspond and are consistent with each other.

Usefulness

1. If the instructional materials state their objectives, specify whether they appropriately and effectively meet those objectives.
2. Rate whether the instructional materials appropriately reinforced any of the indicated self-identity and self-development skills.

HOW TO USE BIASED MATERIALS

There is a lack of adequate materials for teachers of Hispanic students and bilingual-multicultural education. Inevitably, therefore, biased materials, and materials lacking the culturally relevant content, will continue to be found in the classrooms. What follows is a list of suggested ways in which teacher and students can work together to make positive use of less than adequate materials. In following the activities suggested below, the teacher will have an opportunity to encourage the development of students' critical thinking abilities about matters that concern them directly. Student involvement in the suggested activities will also reinforce their sense of positive, critical, and active self-identity, as well as cultural identity. So while materials may be inferior, a positive and constructive use of them can provide students with a superior learning situation.

- "Level" with the students in your classroom. Point out racist or sexist bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.
- Develop classroom activities around identifying bias found in television, textbooks, movies, library books, magazines, etc.
- Incorporate the development of critical reading skills as an instructional objective for all your teaching, not just when special efforts are being made to identify bias in materials.
- Identify or develop supplementary materials which can help "correct" some of the bias of available materials.

- Design student research projects. These might include a study of their own textbook materials or their identification of supplementary materials.
- Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.
- When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups, and organizations working to reduce bias in textbooks.
- Invite local resource persons into your classroom to provide additional information and to work with students on special projects and activities.
- Ask students to rewrite materials or to write their own materials on subjects omitted from the textbook. Have them write the material from other persons' points of view (i.e., using tape-recorded interview of community persons).
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of non-racist, non-sexist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

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Summary

The major purpose of this study was to determine the effectiveness of an Instructional Materials Evaluation Instrument (IMEI) as a training tool for teachers of Hispanic students. The researcher was interested in how teachers who were not formally trained in previewing materials for level, content, visuals, and technical aspects, would fare in comparison with teachers trained in those areas as well as in the use of the IMEI. The researcher was also interested in the teachers' acceptance of such an instrument, its effect on their previewing awareness, and their willingness to share their comments on materials they have previewed. Their recommendations for modifications were to help shape the final IMEI into a Handbook for the Selection of Instructional Materials Used with Hispanic Students.

Evaluation instruments are readily available to educators working with populations such as early childhood, special needs, and secondary. Also available are instruments for the evaluation of the general quality of instructional media; i.e., technical quality, level appropriateness. Various educational institutions and interested non-profit organizations have made available guidelines or criteria for the evaluation of the treatment of sex, race, and ethnic issues. There are, however, limited evaluation instruments for the particular needs of the Hispanic student population that can be used by teachers. While the level appropriateness, technical and physical aspects, ethnic and sex items can be screened using several of the available checklists and criteria, no one instrument that was reviewed in the literature

contained all of the above items. Other important considerations for the selection of materials to be used with Hispanic students are: the bilingual-bicultural reality and possible biliteracy of the student, their need for reinforcement of a positive self-image to limit the effects of negative stereotypes promoted in materials, and the development of critical thinking (reading and viewing) skills.

The most important aspect of this study, therefore, is to provide teachers working with Hispanic students with a Handbook, including methodology, terminology, and an adequate checklist that will assist them in the critiquing of appropriateness and inappropriateness of particular items in a given educational material.

The study proceeded through the use of two approaches. First, a descriptive procedure was employed which describes the characteristics, needs, and areas of interest of two sample groups of teachers. Descriptive research was used in the literal sense by describing the situation and accumulating a data base. It compared group relationships. This descriptive research approach establishes practical description, defines problems and needs, and establishes the relationship between the two sample groups.

The second research approach utilized was based on the information developed by the descriptive research approach. The action research approach was used in the study for the purpose of solving the problems (identified by the descriptive approach) with direct application to the real world (the identified setting).

The actual implementation took place in a small city setting in Western Massachusetts. A bilingual resource center within the local school district was selected because of its access to the two populations surveyed and the availability of educational materials. The training sessions for the trained group took place in a classroom of one school within the same district.

Univariate analysis, variable distribution, statistical summary average, cross tabulations and content analysis were applied to specified data.

The original IMEI proved effective with both sample groups of teachers. The untrained group faired extremely well when compared to the trained group, with the exception of its responses to the clarity of instructions and its avoidance to classify particular items on Authenticity/Fairness. This may be due to a need for more explicit instructions and more information on biases found in materials and the particular needs of Hispanic students in light of these biases. The respondents of both groups found the particular items on this section difficult to answer and requested modifications. They also requested more space for teacher comment or clarification of a particular item.

Therefore, the researcher has included a section in the Handbook on the types of biases found in educational materials, including concrete examples. Information on educational media and on the particular needs of Hispanic students, in light of their situation in schools, is also included. In addition, the instructions for use of the modified

IMEI included in the Handbook are more explicit. The "term reference" section remains intact because it was identified in the study as a useful item.

In sum, the researcher feels that the ideal situation for teachers to become proficient in previewing materials for use with Hispanic students is through participation in training sessions which shed light upon the issues of concern in this study and teach them adequate previewing skills. Given the present fiscal situation in local school districts, such sessions are unlikely.

The Handbook developed as a result of this study, however, is in fact a training device for the given local school district, whether or not formal training is feasible.

Recommendations

Instructional media are important components of the instructional system. More efforts should be made, such as those of the Materials Acquisition Program, to provide relevant and "unbiased" materials and information to bilingual and other personnel working with Hispanic students.

Teacher training institutions and local school districts should reevaluate their methods of materials selection and encourage the development and use of systematic previewing techniques by the teachers and interns who, in fact, use the materials with students.

Where feasible, adequate training sessions on the identification of biases in materials, and on the appropriate use of diverse media,

should be implemented, particularly at the pre-teaching stage. This may lessen the chances of teachers selecting and using inappropriate educational materials with their students.

This study was limited to a local school district and should be duplicated by others, including diverse student groups. The IMEI should be modified for this purpose. Future studies should focus on gathering data on specific educational materials which teachers find very appropriate or inappropriate to the needs of Hispanic students.

Finally, the researcher recommends that future studies on the evaluation of materials used with Hispanic students focus on the treatment of the following issues: political, ethnic, and religious diversity; the world community; and bilingualism/biculturalism. These issues were found in very few of the materials previewed by both sample groups. Whether they are readily omitted from materials presently used in our schools, or whether the sample teachers simply did not choose materials dealing with these issues, remains an unanswered question.

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APPENDICES

APPENDIX A

SECTION III

FEDERAL AND STATE DECREES THAT AFFECT BILINGUAL EDUCATION

	Page
1. INTRODUCTION	296
2. ELEMENTARY AND SECONDARY EDUCATION ACT (TITLE VII) -- PUBLIC LAW 93-380 (H.R. 69)	297
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INTRODUCTION

A number of federal and state laws and federal court decisions recently have decreed that non-English-speaking and limited-English-speaking students must be given the same educational opportunity that is given to English-speaking children. This is to be done through instruction in the non-English mother tongue.

ELEMENTARY AND SECONDARY EDUCATION ACT (TITLE VII)
PUBLIC LAW 93-380 (H.R. 69)

H.R. 69 defines bilingual education as "a full-time program of instruction, designed for children of limited English-speaking ability in elementary and secondary school, in which there is instruction in both the native language of such children and in English, given with appreciation of the cultural heritage of such children. . . ."

Grants will be made on application from local education agencies or by colleges and LEA's jointly, for "establishment, operation, and improvement" of bilingual education programs for auxiliary and supplementary community activities such as adult and pre-school programs, for training personnel, and for technical assistance.

In distributing funds, the Commissioner of Education is to treat all areas of the country equitably, but he is also instructed to give priority to areas with greatest need of bilingual programs.

Of particular interest are the provision of the Bilingual Education Act. The breakdown for the fiscal years 1974-1978 is as follows:

<u>Fiscal Year</u>	<u>Authorization</u>
1974	135,000,000
1975	135,000,000
1976	140,000,000
1977	150,000,000
1978	160,000,000

In addition, the Bilingual Education Act stipulated:

- a) That \$16 million dollars be spent for teacher training.
- b) That \$39.2 million dollars be spent for the coordination of state programs.
- c) That at least 100 fellowships be available for the training of teachers in Bilingual Education.
- d) That \$5 million dollars be granted to the National Institute of Education (N.I.E.) to conduct bilingual research and demonstration projects.
- e) That \$50 million dollars be given for bilingual programming under the Emergency School Aid Act.
- f) That the Office of Bilingual Education must conduct a national assessment of the number of children in the United States who require bilingual instruction. This report must be presented to Congress no later than July 1, 1977.

During the 1974 fiscal year, approximately 59 million dollars were appropriated for bilingual programs in the nation. The programs included the following languages: Spanish, Navajo, Yupek, Portuguese, Cantonese, Japanese, Chinese, French, Cree, Crow, Cheyenne, Apache, Russian, Tagalog, Papago, and Greek. We have come a long way since 1968 but there still remains a vast number of children in the nation who are left out of the educational process because of their inability to speak English. President Ford has requested only \$70,000,000 for bilingual education for the fiscal year 1975 out of the authorized appropriation of \$135,000,000.

EXCERPTS FROM LAU, et al. v. NICHOLS, et al. DECREE

HEW, which has authority to promulgate regulations prohibiting discrimination in federally assisted school systems, 42 U.S.C. sec. 2000 (d), in 1968 issued the one guideline that "school systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system." (33 CFR sec. 4955) In 1970, HEW made the guidelines more specific, requiring school districts that were federally funded "to rectify the language deficiency in order to open the instruction to students who had "linguistic deficiencies." (35 Fed. Reg. 11595)

Discrimination among students on account of race or national origin that is prohibited includes "discrimination in the availability or use of any academic . . . or other facilities of the grantee or other recipient." [Id., 80.5 (b)]

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students." (Pet. Br. App. 1a)

"Simple justice requires that public funds, to which all taxpayers of all races contribute, not be spent in any fashion which encourages, entrenches, subsidizes, or results in racial discrimination."

EXCERPTS OF ASPIRA CONSENT DECREE PROVISIONS AS PER
PUERTO RICAN LEGAL DEFENSE & EDUCATION FUND, INC.

1. An improved method for accurately and systematically identifying and classifying children who are Spanish speaking or Spanish surnamed will be designed and implemented by the Board of Education.
2. All children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish shall receive:
(a) a planned and systematic program designed to develop the child's ability to speak, understand, read and write the English language (a subject matter course taught in English, however, shall not constitute such a program), and a child should receive intensive instruction in English at times other than the periods in which he/she is scheduled to receive instruction in substantive courses in Spanish; (b) instruction in substantive courses in Spanish (e.g., courses in mathematics, science, and social studies), which is to say, a child is not to receive instruction in any substantive courses in a language which prevents his/her effective participation in any such course, rather than in a language in which he/she can more effectively participate; (c) a planned and systematic program designed to reinforce and develop the child's use of Spanish; and, a planned and systematic program designed to introduce reading comprehension in Spanish to those children entering the school system whose reading readiness assessment indicates the need therefore. In addition to the foregoing elements (hereinafter referred to as the "Program") and not at the expense of those elements, an important element of the above Program will be that the students receiving instruction will spend maximum time with other children so as to avoid isolation and segregation from their peers.
3. Materials used in the Program shall avoid negative stereotypes of members of any ethnic or racial group, and, shall positively reflect, where appropriate, the culture of the children within the Program. Additionally, any personnel training program shall continue to be sensitive to the cultural diversities of children.
4. It is necessary to have an adequate staff for the purpose of implementing the Program. In that connection, a professional in the Program shall: (a) be fluent in the Spanish language, and able to fully comprehend and express himself in written Spanish; (b) possess the requisite content and knowledge skills in the substantive courses in which he teaches; (c) possess the requisite pedagogical skills; and (d) be capable of reading, writing, and speaking English.

5. The Chancellor shall, no later than October 30, 1974, identify a sufficient number of elementary schools, junior high schools, and high schools as Pilot Schools. By the beginning of the second semester of the 1974-75 school year, these Pilot Schools shall provide all elements of the Program to all children within the defined class attending those schools.

APPENDIX B

PRESENT INSTRUCTIONAL MATERIALS
EVALUATIVE/SELECTIVE PROCEDURE

Please answer the following questions by checking the "Yes" or "No" column.

- | | <u>YES</u> | <u>NO</u> |
|--|------------|-----------|
| 1. I work with Hispanic students | | |
| 2. I preview an instructional material
before using it | | |
| 3. I read reviews about an instructional
material I will borrow | | |
| 4. After a preview, I plan how I will use
an instructional material with a set
of objectives | | |
| 5. I evaluate an instructional material
after I use it | | |

If "Yes", to the above, please indicate
which of the following areas are evaluated.

I evaluate:

- Level Appropriateness
 - Content Relevance
 - Language Usage
 - Stereotypes/Bias
 - Factual Distortion/Omission
 - Picture Language Integration
 - Accompanying Teaching Aids
 - Technical Quality, Physical
Quality
 - Instructional Usefulness
 - Instructional Applicability
to Curriculum
6. I would like to make recommendations for
future use of material
7. I would like an evaluative instrument to
assist me in future selection and use of
instructional materials

RESULTS OF PRESENT INSTRUCTIONAL MATERIALS
EVALUATIVE/SELECTIVE PROCEDURE

Please answer the following questions by checking the "Yes," "No," or "Sometimes" column.

	<u>YES</u>	<u>NO</u>	<u>SOMETIMES</u>
1. I work with Hispanic students	25	0	1
2. I preview an instructional material before using it	24	2	1
3. I read reviews about an instructional material I will borrow	13	13	0
4. After a preview, I plan how I will use an instructional material with a set of objectives	19	7	0
5. I evaluate an instructional material after I use it	23	3	0

If "Yes," to the above, please indicate
which of the following areas are evaluated.

I evaluate:

(a) Level Appropriateness	25	1	0
(b) Content Relevance	25	1	0
(c) Language Usage	21	6	0
(d) Stereotypes/Bias	12	14	0
(e) Factual Distortion/Omission	15	12	0
(f) Picture Language Integration	16	10	0
(g) Accompanying Teaching Aids	16	10	0
(h) Technical Quality, Physical Quality	15	11	0
(i) Instructional Usefulness	20	6	0
(j) Instructional Applicability to Curriculum	20	6	0
6. I would like to make recommendations for future use of material	15	11	0
7. I would like an evaluative instrument to assist me in future selection and use of instructional materials	20	6	0

APPENDIX C

INSTRUCTION SHEET

The attached questionnaire is for you to provide feedback about each of the instructional materials you have borrowed from the Bilingual Program Resource Center. It was designed as a result of teacher request to evaluate materials presently available in the Bilingual Resource Center.

Your participation in this materials evaluation and your comments about its usefulness and applicability to the curriculum will provide information that will help Resource Center personnel and teachers select only the materials that can be appropriately used with Hispanic students. This evaluation is anonymous.

Please answer questions honestly and fairly. Remember to answer only those questions that apply and use a separate questionnaire for each material used.

A reference sheet is attached for your clarification and information. Thank you for your time and effort.

Anaida Colon-Muniz
Resource Specialist

INSTRUCTIONAL MATERIAL EVALUATION

Please check (✓) the items that apply.

You teach:

- ☐ Kindergarten
- ☐ Primary Grade
- ☐ Intermediate Grade
- ☐ Junior High School
- ☐ High School

Years Teaching:

- ☐ 1-3
- ☐ 4-7
- ☐ 8-15
- ☐ 16+

Type of Class:

- ☐ T.B.E.
- ☐ E.S.L.
- ☐ Mainstream
- ☐ Special Education
- ☐ Title I
- ☐ Other:

Group Level(s):

- ☐ Readiness-2
- ☐ 3-5
- ☐ 6-8
- ☐ 9-12
- ☐ Other:

Type of Instructional Material (if a kit, check all that apply):

- | | | |
|---------------------------------------|------------------------------------|---|
| <input type="checkbox"/> Textbook | <input type="checkbox"/> Reference | <input type="checkbox"/> Story |
| <input type="checkbox"/> Flashcards | <input type="checkbox"/> Chart | <input type="checkbox"/> Educational Game |
| <input type="checkbox"/> Cassette | <input type="checkbox"/> Record | <input type="checkbox"/> Slides |
| <input type="checkbox"/> Transparency | <input type="checkbox"/> Master | <input type="checkbox"/> Filmstrip |
| <input type="checkbox"/> 16mm Movie | <input type="checkbox"/> Other | |

Title:

Author/Publisher:

Language:

- ☐ Spanish
- ☐ English
- ☐ Both
- ☐ Other:

Purpose (indicate why you have borrowed this instructional material):

For instruction in:

- | | |
|----------------------------------|--|
| <input type="checkbox"/> Reading | <input type="checkbox"/> Math |
| <input type="checkbox"/> Careers | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Values | <input type="checkbox"/> Art |
| <input type="checkbox"/> Science | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Music | <input type="checkbox"/> Health/Safety |
| | <input type="checkbox"/> Other |

Or, for personal reference in:

Describe your teaching objective(s) for use of instructional material:

I used the instructional material for:

I feel this instructional material is most appropriate to use for:

I would recommend this instructional material: Yes No

I recommend this instructional material be used as an example of an
inappropriate material: Yes No

I recommend this instructional material be revised: Yes No

TERM REFERENCE SHEET

Use the following list to clarify the meaning of a term used in the evaluation about which you may have a question or doubt. It may help you to understand the reason why a particular item was selected for evaluation.

Level/Relevance

In this section, you are asked to evaluate the appropriateness of the level of appropriateness used in the instructional materials with regard to your students.

1. Vocabulary: Language is (is not) too difficult or too simple for your group.
2. Concepts: The concepts used in instructional materials are (are not) too complex or overly simplified.
3. Interest: Themes, characters and action do (do not) capture interest of the target group and reflects or has relevance to their personal, cultural and environmental reality.
4. Print Size: Letters/symbols are (are not) easy to read by target group.
5. Narration/Sound Effects: Use of voice and sound is (is not) relevant to target group.
6. Timing and Sequencing: The timing and sequencing of concepts and/or story are (are not) paced to be understood and followed by target group.
7. Up-to-Date Information: The instructional materials are (are not) so old that students are distracted by characters' appearance, objects, and outdated information.
8. Language Usage: The language used is (is not) considered inoffensive and standardized so all children of the target population could understand. It is (is not) free of regionalisms or expressions that reflect only one Spanish-speaking culture.

Authenticity/Fairness

These terms will help screen out inappropriate stereotypes and biases in instructional materials where information can be distorted by the authors in sensitivity, prejudice or incorrect information. Please be aware of their meanings and importance to this evaluation.

Treatment of:

1. Culture: The Hispanic students' culture is (is not) reflected and respected in instructional materials.
2. Race: The instructional materials do (do not) reflect the various races in American and Hispanic culture. Different races are (are not) shown of equal status, reflecting diversity within a race (and free of racial stereotypes or bias).
3. Sex: Instructional materials do (do not) reflect sex fair roles of females in diverse occupations, with diverse family, social, political responsibilities. The language and visuals used are (are not) neutralized to include both male and female to avoid sex offensive terms.
4. Language/Accents: Instructional materials do (do not) reflect or show respect for speakers of a language other than English. They do (do not) show people with accents as equals with dominant speakers of a language and free of ridicule.
5. Socioeconomic Diversity: Instructional materials do (do not) assume or reflect social/economic diversity within Hispanics as well as other groups. Instructional materials do (do not) reflect those differences free of stereotypes.
6. Political Diversity: Instructional materials do (do not) reflect diverse political interests in the United States, abroad, or within a particular ethnic group; i.e., Hispanics.
7. Religious Diversity: Instructional materials do (do not) reflect different forms of worship within a particular ethnic group, nationality, or country.
8. Cultural/Ethnic Diversity: Instructional materials do (do not) reflect cultural pluralism of the United States.
9. History: Instructional materials do (do not) reflect history accurately and realistically.

10. World Community: Instructional materials do (do not) treat people of other nations fairly, realistically and equally. Instructional materials do (do not) avoid or make generalized statements or visuals about foreigners.
11. Stereotyping/Bias in Content: Instructional materials do (do not) avoid promoting stereotyping/bias about race, sex, national origin, etc., in its content.
12. Stereotyping/Bias in Visuals: Illustrations do (do not) reflect sex, race, ethnic, etc., fairness.
13. Picture Language Integration: Instructional materials do (do not) have visuals and language that correspond and are consistent with each other.

Technical/Physical Aspects

In this section, you rate the sound and/or visuals as appropriate or inappropriate. In addition, you rate the physical appearance, durability, and the way the materials are organized (i.e., filmstrip, cassette and teachers-guide).

Teaching Aids

1. Guides: A guide may include objectives of the instructional materials, lessons and follow-up activities.
2. Script: A script is the printed version of the narration or voice (usually accompanying an audio-cassette or record).
3. Suggestions for Use: These may be found in the guide or on a separate sheet. You are to rate appropriateness of the suggestions made.

Usefulness

1. If the instructional materials state their objectives, specify whether they appropriately and effectively meet those objectives.
2. Did you find the instructional materials appropriate for use within your stated objectives?
3. Rate whether the instructional materials appropriately reinforced any of the indicated self-identity and self-development skills.

APPENDIX D

QUESTIONNAIRE ON THE INSTRUCTIONAL MATERIALS EVALUATION MODEL

This survey was designed to assess the Instructional Materials Evaluation Model you have previously used, and is a continuation of a study that is being conducted by the Bilingual Resource Center. This is not a test and the information provided will be kept strictly confidential. It will not be necessary for you to place your name on this instrument. Each question has the same degree of importance; therefore, it is strongly recommended that the respondents provide answers to all the questions presented. The survey should not take longer than 15-20 minutes. The instructions to complete it will follow. Your assistance and cooperation in this effort is most appreciated.

* * * * *

Instructions: After each statement, please circle the number which best describes your agreement or disagreement with the particular statement. Please circle only one number for each statement.

Example:

1 Strongly Agree	2 Agree	3 Undecided	4 Disagree	5 Strongly Disagree
---------------------	---------	-------------	------------	------------------------

I do not think it is important to preview educational materials. 1 2 3 **4** 5

* * * * *

- | | |
|---|-------------------|
| 1. The instructions on the materials evaluation were clear. | 1 2 3 4 5 |
| 2. The teacher information and materials information page was simple to fill out. | 1 2 3 4 5 |
| 3. The evaluation page had a good format. | 1 2 3 4 5 |
| 4. Generally, the items on level/relevance were effective for identifying appropriateness of content. | 1 2 3 4 5 |
| 5. Generally, the items on authenticity/fairness were effective in identifying biases/stereotypes. | 1 2 3 4 5 |

- | | | | | | |
|--|---|---|---|---|---|
| 6. Generally, the items identifying technical aspects were effective. | 1 | 2 | 3 | 4 | 5 |
| 7. Generally, the items identifying physical aspects were effective. | 1 | 2 | 3 | 4 | 5 |
| 8. The items evaluating teacher aids were clear. | 1 | 2 | 3 | 4 | 5 |
| 9. The items on the objectives were important in determining the usefulness of the materials. | 1 | 2 | 3 | 4 | 5 |
| 10. The open questions will provide important information to other teachers on the use of the materials I previewed. | 1 | 2 | 3 | 4 | 5 |
| 11. I was able to answer all of the questions with ease. | 1 | 2 | 3 | 4 | 5 |
| 12. The "term reference section" was helpful in clarifying terms with which I was unfamiliar. | 1 | 2 | 3 | 4 | 5 |
| 13. The evaluation helped me to understand the importance of previewing materials. | 1 | 2 | 3 | 4 | 5 |
| 14. The evaluation helped me to identify issues that are important when using instructional materials. | 1 | 2 | 3 | 4 | 5 |
| 15. The evaluation model should be used more than once. | 1 | 2 | 3 | 4 | 5 |
| 16. The evaluation model is an important tool that will help teachers in the selection of materials. | 1 | 2 | 3 | 4 | 5 |
| 17. Before using this evaluation model, I previewed instructional materials systematically. | 1 | 2 | 3 | 4 | 5 |
| 18. Before using this evaluation model, I never previewed instructional materials. | 1 | 2 | 3 | 4 | 5 |
| 19. If you could change any part of this model, how would you change it: | | | | | |

APPENDIX E

SAMPLE 1

A LOCAL SCHOOL DISTRICT IN MASSACHUSETTS
SAMPLES OF PREVIOUS EVALUATION FORMS

READINGFORM B

TITLE: _____ PUBLISHER: _____

INVENTORY #: _____ DATE OF EVALUATION: _____ SUBJECT AREA: Reading Skills

GRAOE LEVEL: _____ LANGUAGE(S): _____

GENERAL EVALUATION	GOOD	FAIR	POOR	N/A	COMMENTS
1. Authenticity and relevancy to target population (i.e., Mexican, Puerto Rican, urban, socioeconomic group)					Please specify target population.
2. Provision for group and individual instruction/other learning styles					
3. Availability of manual, a.v. materials, workbooks, tests, etc., to accompany texts					Please list available materials.
4. Cost					Cost of #3.
5. Quality of manual (handling, durability, follow-up activities, skills chart, etc.)					
6. Lack of stereotyping and bias					Please identify if any.
7. Availability of material in English and Spanish					
8. Quality of pictures					
9. Quality of print					
10. Quality of sound (film, tape, record)					

READING SKILLS EVALUATION	GOOD	FAIR	POOR	N/A	List 1 page # to show skill is taught.
					COMMENTS
1. Listening (noting details, following directions, etc.)					
2. Comprehension (word meaning, getting the main idea, using con- text, etc.)					
3. Syllabication (pre- fixes, suffixes, common syllables, etc.)					
4. Reference and study skills (dictionary, index, encyclopedia, outlines, etc.)					
5. Expressional skills (oral reading, pitch, tone, special type such as boldface, etc.)					
6. Literary skills (recog- nizing and appreciating poetry, etc.)					
7. Letter sound associa- tion (consonants, vowels, digraphs, etc.)					
8. Structural elements and punctuation (adverbs, nouns, etc.)					
9. Phonograms and rhyming elements (word families, etc.)					
10. Story content (matches the maturity level and interests of students in the target population, etc.)					
11. Motivating effect on students					
12. Manageability (student can handle material independently)					

READINGFORM B

ADDITIONAL COMMENTS (i.e., accuracy of contents, advisability of revisions/supplementation, appropriateness of reading level/grade level, improving learning experiences to reflect culture):

RECOMMENDATIONS:

FORM G

GENERAL STAFF-EVALUATION OF INSTRUCTIONAL MATERIALS

TITLE: _____ PUBLISHER: _____

INVENTORY #: _____ DATE OF EVALUATION: _____ SUBJECT AREA: _____

GRADE LEVEL: _____ LANGUAGE(S): _____

YOUR NAME: _____ YOUR SCHOOL: _____

Please carefully examine the materials. Feel free to comment extensively. You may be using these materials! How do you feel about them? Be as specific as possible. The questions below will provide direction in terms of information your evaluation is expected to yield. Please do not feel limited by them. They are meant to be a guide for you. Thank you for your cooperation!

A)

1. Are materials clear, well organized, sequentially presented? _____

2. Do teachers require additional preparation to use the materials? _____

3. Are illustrations/activities motivating? _____

4. Can teachers' aides use materials without teacher intervention? _____

5. Are instructions easy to follow? _____

6. Are the cultural experiences referred to authentic/relevant to the target population? _____

7. Does the material provide for diverse learning styles? How? _____

8. Can the material be easily handled by teachers and students? _____

9. Are the materials sturdy? _____

10. Can the contents and learning experiences be improved? How? _____

11. Would you like to/or think it advisable to have the material in dual language? Why/
Why not? _____

12. How did the students react to it? _____

B)

RECOMMENDATIONS (Please focus on areas of deficiencies and ways to improve them. You may use the following questions as guidelines to making recommendations: Are the contents inaccurate . . . incomplete . . . only relevant to a specific group? Do the contents need extensive supplementation? Do you think the reading level/general level is appropriate for your students? How can the learning experiences be improved to reflect the culture of the target group?):

SAMPLE 2

This form has been developed and used at the Department of Instructional Technology, University of Southern California.

EVALUATION FORM FOR INSTRUCTIONAL MATERIALS

Evaluator:

Date: _____

CATALOG INFORMATION (Fill in as completely as possible):

TITLE: _____ MEDIUM: _____

SERIES TITLE: _____ PRODUCER: _____

RELEASED BY: RELEASE YEAR:

LENGTH: _____ ACCOMPANYING MATERIALS: _____

BASED ON: PURCHASE COST:

Circle One: Color Black and White Color and Black and White

CONTENT INFORMATION: Rate Each From 1 (bad) to 5 (excellent)

1. Bad (no)
2. Poor
3. Average
4. Good
5. Excellent (yes)

Throughout the rest of this form, use the evaluation scale to the right.

Primary Importance:

1. Clarity of objectives.
2. Adequate repetition of important points.
3. Clarity of organization.
4. Appropriate for course.
5. Enough emphasis placed on important points.
6. Will it hold student's interest.
7. Clarity of detail presentation.

Secondary Importance:

1. Treatment appropriate for subject matter.
2. Rate of introduction of concepts.
3. Relates to previous knowledge.
4. Integration of verbal and pictorial content.
5. Number of concepts.

For Subject Matter Specialists:

1. Technically accurate.
2. Up to date.
3. Too specific.
4. Too general.
5. Shows common errors and how to avoid them.
6. Could be treated better and/or less expensively by another medium.

COMMENTS:

TECHNICAL INFORMATION: Rate each from 1 to 5. Use only those criteria indicated by an "x" for the medium you are evaluating.

CLASS/ CRITERIA	AURAL					VISUAL							AURAL & VISUAL							
	Record	Tape	Radio	8mm Film	Film Strip	Slide	Transparency	St. Print	Map	Chart	Bulletin Board	Model	Artifact	Book	Program	16mm	TV	Sound-F/S	Sound-Slide	Program
AURAL																				
Editing	x	x	x													x	x	x	x	x
Fidelity	x	x	x													x	x	x	x	x
Lip. Sync.																x	x			x
Narrator	x	x	x													x	x	x	x	x
Music	x	x	x													x	x	x	x	x
Contentual	x	x	x													x	x	x	x	x
COMMENTS:																				
VISUAL																				
Exposure				x	x	x	x	x	x						x	x	x	x	x	x
Focus				x	x	x	x	x							x	x	x	x	x	x
Print Quality				x	x	x	x	x	x						x	x	x	x	x	x
Composition				x	x	x	x	x		x	x				x	x	x	x	x	x
Movement				x												x	x			
Editing				x	x	x	x								x	x	x	x	x	x
Special Effects				x	x	x	x		x	x	x	x			x	x	x	x	x	x
Color				x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
COMMENTS:																				
GRAPHICS																				
Size				x	x	x	x	x	x	x	x				x	x	x	x	x	x
Format				x	x	x	x	x	x	x					x	x	x	x	x	x
Realism				x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Effective Size				x				x	x	x		x	x			x				x
COMMENTS:																				
PACKAGING																				
Storability	x	x		x	x	x	x	x	x	x	x		x	x		x	x		x	x
Durability	x	x		x	x	x	x	x	x	x		x	x		x	x		x	x	x
COMMENTS:																				

RECOMMENDATIONS:

Grade Level(s):

Purchase:

Further Evaluation:

SAMPLE 3

SCORING FORM FOR EVALUATING AUDIO-VISUAL COMMUNICATIONS

DATE _____

PROJECTED BY _____

YEAR _____

DESCRIPTION OF TYPE OF AUDIO-VISUAL COMMUNICATIONS TOOL _____

NAME OF SPONSOR _____

INDUSTRY OR INSTITUTION _____

PRIMARY AUDIENCE for which COMMUNICATION was intended _____

ORIGINAL OBJECTIVES of this AUDIO-VISUAL COMMUNICATION _____

PLEASE OMIT ALL QUESTIONS THAT DO NOT APPLY TO THIS AUDIO-VISUAL COMMUNICATION

Select only one (1) score number for each of the following ten (10) questions. Write your score number for each question on the proper line and in the correct column. It will make it easier for you to enter quickly at your evaluation and total score for the communication.

QUESTION NUMBERS	EXCELLENT 10 Points	GOOD 9 Points	AVERAGE 8 Points	FAIR 4 Points	POOR 1 Points
1. OBJECTIVES — Does this communication appeal to its intended audience and accomplish its stated objectives?					
2. COMMUNICATION — Was this communication informative and did it communicate the subject point?					
3. CONTINUITY — Were extraneous elements filtered out, and did the presentation move smoothly?					
4. INVOLVEMENT — Will this communication hold attention, secure emotional responses, and draw its audience into desired communications?					
5. BELIEVABILITY — Were highly technical subjects simplified, understandable, true sounding and believable without distracting the audience?					
6. TECHNICAL QUALITY — Were the technical features, such as, cinematography and sound recording professionally done?					
7. TALENT — How do you rate the casting of actors, their voices and performances?					
8. INSTRUMENTATION — Were the drama, gestures, art work, animation, multi-media charts, diagrams, maps, etc., used effectively to help present the message?					
9. INNOVATION — Were presentation effects well used, such as, music, sound effects, voice-over narration, colors, whispers, etc.?					
10. TIMING — Were the commercial introductions, credits, sponsor's image, products and publicity limited to acceptable portions of the total presentation time?					
TOTAL EACH OF THE FIVE (5) COLUMNS					
ADD THE TOTALS IN EACH OF THE FIVE COLUMNS TO ARRIVE AT YOUR TOTAL SCORE FOR THIS COMMUNICATION:	PLACE TOTAL SCORE HERE				

The following information is to be furnished ONLY UPON THE AGREEMENT of the member of the judging committee evaluating this audio-visual communication and the Chairman of the Jury.

This audio-visual communication has been scored by _____

Your title: _____

Name of Place of Employment — Company, School, College, University, Church, Profession, etc.: _____

Your Street Address: _____

City — State — Zip Code Number: _____

Date of Judging: _____

Place of Judging: _____

Name of Chairman, Judging Committee: _____

Adapted and Sponsored by the INDUSTRIAL AUDIO-VISUAL ASSOCIATION — MAY 1970

SAMPLE 4

NEW YORK STATE REGIONAL SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTER
 STATE UNIVERSITY COLLEGE AT BUFFALO
 1300 ELMWOOD AVENUE
 BUFFALO, NEW YORK 14222

TITLE: _____
 AUTHOR: _____
 PUBLISHER OR MANUFACTURER: _____
 TEACHER: _____
 SCHOOL: _____
 ASSOCIATE CENTER: _____
 REGIONAL CENTER: _____

EVALUATION OF MATERIALS

The network is currently developing a computerized retrieval system which will make teacher judgments about instructional materials available to other teachers. We will make available to any teacher, on written request, responses to such questions as:

1. Has a specific instructional material been used successfully by teachers with children with a specific disability at a specific grade level?
2. What objectives have been successfully achieved with a specified material for a specified group?
3. What materials have been successfully used to achieve a specified objective with a specified group?

Potentially, we feel that this system will be extremely useful to teachers. Its usefulness, however, is limited to the quality and quantity of data we have available.

You are requested to assist us in developing our data bank by completing this form relevant to any instructional material which you wish to recommend. Additional forms will be provided on request. Address your material to:

CBRU Project
 RSEIMC
 State University College at Buffalo
 1300 Elmwood Avenue
 Buffalo, New York 14222

DIRECTIONS: CIRCLE AS MANY NUMBERS IN EACH CATEGORY AS YOU FEEL NECESSARY. SOME CATEGORIES MAY NOT APPLY TO THE MATERIALS YOU ARE EVALUATING; IN SUCH INSTANCES NO ITEM NEED BE CIRCLED.

1. MATERIALS ANALYSIS:

MATERIALS

- | | |
|--------------------------------|---------------------------------|
| 1. Art Materials | 13. Records |
| 2. Braille | 14. Slides |
| 3. Books | 15. Super 8 Films |
| 4. Bulletin Board Materials | 16. Tapes (Audio and Cassettes) |
| 5. Film Loops | 17. Transparencies |
| 6. Films 8mm | 18. Vertical File and Pamphlets |
| 7. Films 16mm | 19. Video-Tape |
| 8. Filmstrips (Silent) | 20. |
| 9. Filmstrips (Sound) | 21. |
| 10. Manipulative | 22. |
| 11. Opaque Projector Materials | 23. |
| 12. Programmed Material | 24. |

METHOD USED

25. Teacher Directed
26. Self-Directed
27.

LEARNING PROCESSES AND SKILLS

- | | |
|----------------------------|------------------------------------|
| 28. Arithmetic Computation | 38. Social and Occupational Skills |
| 29. Arithmetic Reasoning | 39. Structural Analysis |
| 30. Attention Span | 40. Phonetic Analysis |
| 31. Communication Skills | 41. Reading Comprehension |
| 32. Concept Formation | 42. Syllabication |
| 33. Creative Thinking | 43. Word Recognition |
| 34. Critical Thinking | 44. |
| 35. Listening Skills | 45. |
| 36. Memory Skills | 46. |
| 37. Self-Care Skills | |

PERCEPTUAL AND MOTOR SKILLS

- | | |
|----------------------------------|------------------------------|
| 47. Auditory Discrimination | 56. Gross Motor Coordination |
| 48. Auditory Memory Span | 57. Laterality |
| 49. Auditory Sequencing | 58. Olfactory |
| 50. Auditory-Visual Association | 59. Gustatory |
| 51. Visual Discrimination | 60. Kinesthetic Awareness |
| 52. Visual Imagery | 61. Tactual Awareness |
| 53. Visual Sequencing | 62. Spatial Orientation |
| 54. Figure Ground Discrimination | 63. |
| 55. Fine Motor Coordination | 64. |

READING LEVEL

(Your estimate of the reading level of the material)

65. Non-Reader	74. 5.0
66. Pre-Primer	75. 6.0
67. Primer	76. 7.0
68. 1.0	77. 8.0
69. 1.5	78. 9.0
70. 2.0	79. 10.0
71. 2.5	80. 11.0
72. 3.0	81. 12.0
73. 4.0	82. Above 12

CONTENT

83. Arts and Crafts	93. Occupational Education
84. Business	94. Physical Education
85. Driver Education	95. Reading
86. English	96. Recreation
87. Foreign Language	97. Science
88. Health and Safety	98. Sex Education
89. Home Economics	99. Social Studies
90. Industrial Arts	100. Spelling
91. Math	101. Typing
92. Music	102. Writing

II. STUDENT ANALYSIS:SEX

103. Male
 104. Female
 105. Both Male and Female

MENTAL AGE OF STUDENTS WITH WHOM MATERIAL WAS USED

106. 0.5	122. 8.5
107. 1.0	123. 9.0
108. 1.5	124. 9.5
109. 2.0	125. 10.0
110. 2.5	126. 11.0
111. 3.0	127. 12.0
112. 3.5	128. 13.0
113. 4.0	129. 14.0
114. 4.5	130. 15.0
115. 5.0	131. 16.0
116. 5.5	132. 17.0
117. 6.0	133. 18.0
118. 6.5	134. 19.0
119. 7.0	135. 20.0
120. 7.5	136. Above 20
121. 8.0	

CHRONOLOGICAL AGE OF STUDENTS WITH WHOM MATERIAL WAS USED

137.	0.5	152.	8.0
138.	1.0	153.	8.5
139.	1.5	154.	9.0
140.	2.0	155.	9.5
141.	2.5	156.	10.0
142.	3.0	157.	11.0
143.	3.5	158.	12.0
144.	4.0	159.	13.0
145.	4.5	160.	14.0
146.	5.0	161.	15.0
147.	5.5	162.	16.0
148.	6.0	163.	17.0
149.	6.5	164.	18.0
150.	6.5	165.	19.0
151.	7.0	166.	20.0
152.	7.5	167.	Above 20

HANDICAPPED CONDITION OR SITUATION

If the conditions below do not apply to your situation, please use blank spaces to indicate the existing handicap.

168.	Blind	178.	Learning Disabilities
169.	Chronic (e.g., Cardiac, Asthma)	179.	Multiply Handicapped
170.	Communication Disorders	180.	Non-English Speaking Students
171.	Culturally Disadvantaged	181.	Partially Sighted
172.	Deaf	182.	Physically Handicapped
173.	Educable Mentally Retarded	183.	Speech Impaired
174.	Emotionally Disturbed	184.	Sub-Intrainable Mentally Retarded
175.	Hearing Impaired	185.	Intrainable Mentally Retarded
176.	Hospitalized or Homebound	186.	
177.	Language Impaired	187.	
		188.	

INTERESTS

(The interests which if possessed by a student will contribute to his involvement with the material)

189.	Agriculture	211.	Geography
190.	Animals	212.	Handwriting
191.	Art	213.	History
192.	Astronomy	214.	Human Relations
193.	Automobiles	215.	Moral Issues
194.	Biography and Autobiography	216.	Music
195.	Biology	217.	Natural Science
196.	Chemistry	218.	Occupational Orientation
197.	Classic Literature	219.	Philosophy
198.	Commerce	220.	Photography
199.	Community Living	221.	Physics
200.	Creating and Construction	222.	Poetry
201.	Creative Writing	223.	Political Science
202.	Customs and Manners	224.	Psychology
203.	Domestic Science	225.	Radio and TV
204.	Drama	226.	Recreation
205.	Earth Science	227.	Religion
206.	Economics	228.	Sports
207.	Family Living	229.	Transportation
208.	Famous People	230.	
209.	Fiction		
210.	Folklore		

III. EVALUATION:

- A. List Behavioral Objectives used with this material (e.g., to value compromise as a way of solving problems; to respond to the direction "up" and "down"). Rate the material on the basis of its success with each individual objective.

1. Objective: _____

a. Rating: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
(Low) (High)

2. Objective: _____

a. Rating: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
(Low) (High)

3. Objective: _____

a. Rating: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
(Low) (High)

- B. Describe any innovations you found helpful with the above material:

C. Comments: _____

- D. Rate the technical quality of the material:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____
(Low) (High)

- E. Comments (Describe any recommendations you might have for the improvement of the technical quality of this material; e.g., use of color would enhance the pictures in the workbook):

SAMPLE 5

Evaluating Audio-Visual Material

Louis Topper

There have been many articles written, and comments made, on the evaluation of audio-visual material. It is indeed a perennial problem for all involved, and I would like to present a particular process which I hope will afford some new insights into the matter.

The process involves seven main phases. In Phase One the Teacher, Instructor or Trainer (i.e., Subject Specialist) would be required to specify and set out his Learning Purpose(s) and Objectives before reviewing the AV material; and, if necessary, he should explain them to the Media Specialist so that he too will have a clear idea of all the goals involved.

Once done, the Subject and AV Specialists would proceed to Phase Two for the review of the AV material. Their observations would be written into the specifics of the Evaluation Form in Phase Three, and this should lead to Phase Four, when the decision to use, or not use, the AV material in the instructional situation should be taken.

So far only the Subject Specialist and Media Specialist have made any evaluation of the material and so, in Phase Five, the Students or Trainees would have the opportunity to make their own evaluation. Their evaluation should then be "double-checked," in Phase Six, by an objective test (or tests) devised by the Subject Specialist. The test(s) should confirm what the Students or Trainees indicated in their own evaluation.

Finally, based on the outcomes of the Students' or Trainees' evaluation and the Subject Specialist's verification test(s), the final decision on the AV material should be made in Phase Seven.

The Evaluation Process

Phase One: Learning Purpose(s) and Objectives Specification

The Learning Purpose(s) and Objectives should be specified by the Teacher, Instructor or Trainer (Subject Specialist) *Before* the AV material is reviewed and *Before* the Evaluation Form is filled out.

1. Learning(s) Purpose (Subject Specialist)

- ☐ Cognitive
- ☐ Affective
- ☐ Behavioral

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2. Learning Objectives (Subject Specialist)

- (1) To
- (2) To
- (3) To
- (4) To
- (5) To
- Others (specify)

Before reviewing the AV material, the Subject Specialist should further explain, if necessary, his Learning Purpose(s) and Objectives to the Media Specialist. The Media Specialist should pay particular attention to the Learning Purpose(s) desired, because the style of presentation, involving each time a particular technical method, will directly determine how well the Learning Purpose(s) will be fulfilled in practice.

Phase Two: AV Material Presentation and Review (Subject Specialist/Media Specialist)

The Subject and Media Specialists should now run through or look over the AV material as many times as required for qualitative judgment.

Phase Three: Evaluation Form Completion (Subject Specialist/Media Specialist)

The Subject and Media Specialists should now fill out the Evaluation Form below in accordance with their observations in Phase Two.

1. Technical (Media Specialist)

Visual:		Good	Fair	Poor
Focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contrast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Composition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sound:				
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Content (Subject Specialist)

Acad. Level	<input type="checkbox"/> Right	<input type="checkbox"/> Too Hard	<input type="checkbox"/> Too Easy
Curr. Correl.	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Subject Cov.	<input type="checkbox"/> Covered	<input type="checkbox"/> Too Much	<input type="checkbox"/> Not Cov.
Content—Organ.	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Clar.	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Import.	<input type="checkbox"/> Expl.	<input type="checkbox"/> Not Expl.	
Fam.	<input type="checkbox"/> Fam.	<input type="checkbox"/> Unfam.	

At this point the Subject and Media Specialists should share their findings and then make their over-all assessment of the AV material.

Phase Four: Decision on AV Material (Subject Specialist/Media Specialist)

Once the over-all assessment has been made, the Subject and Media Specialists should decide whether or not the AV material is to be used in the related instructional situation.

- 1. ☐ Should Be Used
- ☐ Should not Be Used
- ☐ Needs Supportive Material for Objectives

2. Comments (if necessary)

EVALUATION

If the Subject and Media Specialist considered the AV material appropriate, then it should be used in the classroom or workshop situation. There it should receive its further evaluation by the students or trainees involved.

1. Technical (Students or Trainees)

Visual Quality	<input type="checkbox"/> Good	<input type="checkbox"/> Bad
Sound Quality	<input type="checkbox"/>	<input type="checkbox"/>
If Bad—Why?		

2. Content (Students or Trainees)

Level	<input type="checkbox"/> Right	<input type="checkbox"/> Too Difficult	<input type="checkbox"/> Too Easy
Organization	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Clarification	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor
Concepts, Ideas, Symbols, Principles			
Familiarity	<input type="checkbox"/> Good	<input type="checkbox"/> Fair	<input type="checkbox"/> Poor

Phase Six: Verification (Subject Specialist)

To finally evaluate the effectiveness of the AV material, the Subject Specialist should devise some appropriate test (or tests) for his students or trainees in order to verify whether or not his Learning Purpose(s) and Objectives have been fulfilled. The test(s) should confirm what the students or trainees indicated in their own evaluation.

Phase Seven: Final Action (Subject and Media Specialists)

Depending on the outcomes of the Students' or Trainees' evaluation and the Subject Specialist's verification test(s), the Subject Specialist and Media Specialist should decide what, if any, remedial action should be taken.

Modification

1. The AV material should be modified as follows.

.....

2. The AV material needs to be used in conjunction with the following supportive material(s)

.....

OR

Rejection

The AV material needs to be rejected because

.....

Notes on the Process

Learning Purpose

The three main types of learning purpose referred to here are Cognitive, Affective and Behavioral.

Cognitive Learning: is concerned with the transfer of information and the exercise of the mental faculty.

Affective Learning is concerned with changing attitudes and values. It centers on emotional response.

Behavioral Learning is concerned with changing overt behavior and imparting motor skills.

Content

In this section the content should be evaluated strictly in terms of its academic quality. So, again, we can base it on more objective standards. These standards should relate to the answers to such questions as:

Academic Level: Is the content at a level appropriate for the intended learners or trainees?

Curriculum Correlation: Is the content consistent with the broader subject area and teaching goals embodied in the curriculum?

Subject Coverage: Does the content adequately cover all the facts and concepts, etc., implied in the learning objectives?

Content Organization: Does the content offer a sense of direction for the learner? Does it have a logical sequence?

Content Clarification: Are all the difficult words clearly defined? Are all the concepts/ideas properly clarified?

Importance: Is the importance of the subject matter made explicit?

Familiarity: Are familiar symbols and concepts, etc., used to help explain unfamiliar subject matter?

Verification

The verification should be in the form of a test (or tests), devised by the Subject Specialist, as a follow-up to the Student or Trainee evaluation. As the test (or tests) will be a function of a particular set of Learning Purposes and Objectives each time, no universal description can be given here.

Final Action

Modification. If the AV material is fairly appropriate (i.e., fulfills most of the objectives) then it should be re-examined to see how it could be improved through modification. This may be a more or less difficult problem, depending on the particular AV format concerned.

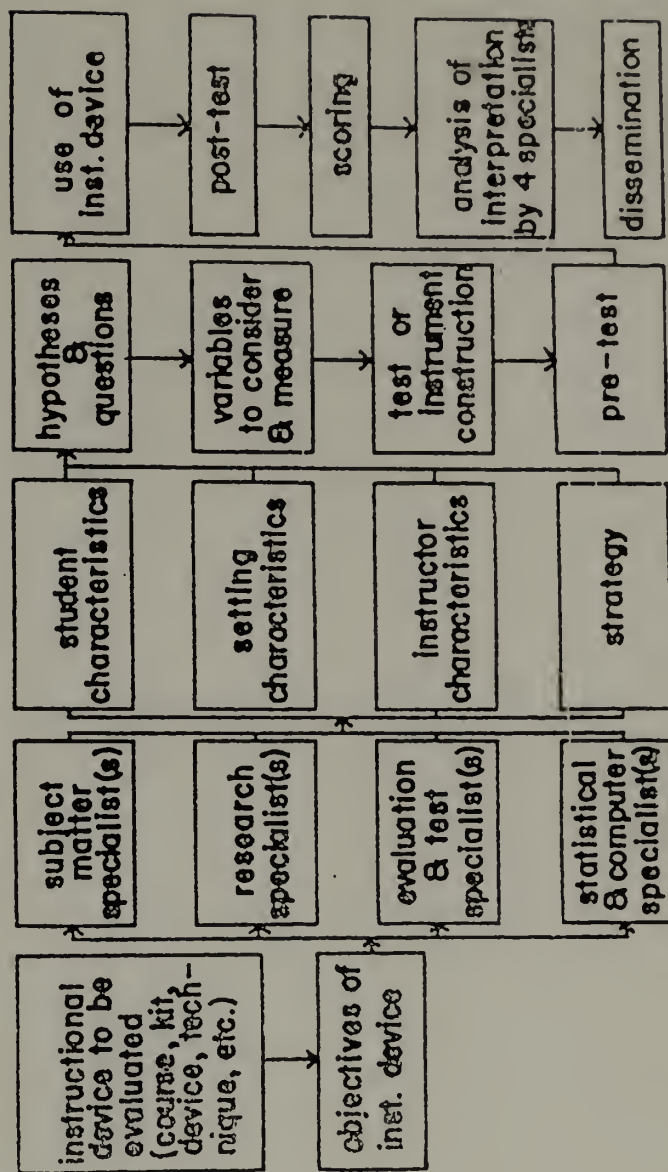
Supportive Materials. Where the AV material is considered as useful but is observed not to fulfill all the learning objectives required, then, if available, supportive material should be used.

Rejection. If it is found that the AV material did not fulfill the learning purpose(s) and the majority of the learning objectives, then it should be rejected. □

SAMPLE 6

Dr. Raymond Hyman
University of Massachusetts

A MODEL FOR EVALUATION



SAMPLE 7

EVALUATION OF MEDIAFARE

Prepared by
Leonard Goldberg
Boston School for the Deaf

POINTS OF QUALITY

Accurate facts
Facts impartially presented
Up-to-date information
Other acceptable works of producer

Vocabulary at user's level
Concepts at user's level
Useful data
Media subject correlation

Titles, captions, etc., related to subject
Narration/sound effects related to subject
Individual and/or group use suitability

Full coverage as indicated
Superior concept development by this means
Content to satisfy demands for current subjects

Relationship to user's experience

Intellectual challenge
Curiosity satisfaction
Credibility
Imagination appeal
Human appeal
Sensory appeals

Logical development
Pertinence of all sequences
Balance of elements

POINTS OF INFERIORITYAuthenticity

Inaccurate facts
Facts distorted by bias
Fake revised version
Consistent rejection of other works of producer

Appropriateness

Vocabulary too easy or difficult
Concepts too easy or difficult
Extraneous data
Media does not add to subject communication
Titles, captions, etc., confuse concepts
Narration/sound effects unrelated to subject
Limited individual and/or group use suitability

Scope

Gaps in coverage
Better concept development by other means
Irrelevance to current topics

Interest

No relation to user's cultural environment
No intellectual challenge
No satisfactory answers
Implausibility
Prosaic presentation
Negative human values
No stimulation

Organization

Confused development
Unrelated sequences
Ineffective use of elements

SAMPLE 8

DEVELOPING CRITERIA FOR EVALUATING ETHNIC STUDIES MATERIALS

JAMES M. ANDERSON

At all levels, school systems are placing increased emphasis on the teaching of ethnic studies. A major problem which arises from this trend lies in providing teachers with adequate teaching resources and training them to evaluate the resources. In the following article, Anderson provides a checklist of criteria for the evaluation of such resources.

In December 1971, the joint Trainers of Teacher Trainers project of Wayne State University and the Detroit Public Schools agreed to fund a three-month program to prepare recommendations for the training of ethnic studies teachers. With the scheduled introduction of ethnic studies at all Detroit public high schools in January 1972, and with growing interest in ethnic studies by other public and private school systems, the problems we faced were how to train teachers of ethnic studies and how to provide them with adequate resources.

As part of the project, an 11-member committee was established to develop criteria for evaluating and selecting ethnic studies materials for classroom use. The following considerations are based in part on the findings of this committee, of which I served as chairman.

The Procedure

The first step to be taken by those involved in the selection of ethnic studies materials should be the development of comprehensive criteria for evaluating the effect of these materials on the student. Any learning resource for ethnic studies may contain information that is objectionable to or misrepresentative of specific ethnic groups. Such information may be deliberate or unintentional, cognitive or affective, direct or implied, or may result from the omission of certain pertinent information. Evaluational criteria, if properly designed, would facilitate the systematic, comprehensive and objective review of learning resources in an attempt to identify possible objectionable areas.

Having a written set of standards readily available accomplishes several things. Evaluational criteria can assist in: 1) the achievement of validity and consistency in a variety of curriculum

materials; 2) the determination of the function and limitations of course material; and 3) the design and development of such materials. Written standards and criteria—when shared or made available to the community, publishers, textbook selection committees, teachers, and administrators—will help to unify and clarify the effort of producing, acquiring and properly utilizing ethnic curriculum materials.

Evaluational criteria based on clearly stated objectives would tend to unify school-community relations in regard to ethnic studies. If publishers or producers knew exactly how their materials were being evaluated, they would be more sensitive to and self-critical of the content and presentation of ethnic related material. Furthermore, the self-evaluative portion of the criteria will help teachers, resource specialists, and others selecting ethnic instructional material to become aware of their own subjectiveness, prejudice and bias in order to achieve a more objective, impartial evaluation and selection of materials.

Ethnic studies must be a study of real people and real issues if it is to be relevant to the needs of the student. Learning resources that deal with reality are bound to be objectionable to certain groups in certain instances. Every group's history contains both positive and negative aspects. Yet if all questionable material were removed, courses would tend to become watered down and meaningless. Balanced presentations concerning any group must go beyond the heroes and the highpoints. But unless guidelines are used in selecting materials which deal with problem areas, those involved in the selection of these materials may be attacked as biased or insensitive. Developing written criteria and sharing them with the school community prior to the selection of materials is one solution to this problem.

Ethnic studies materials can rarely be judged either good or bad. All materials are subject to many considerations. Even the best material may contain a hidden bias or may gloss over or neglect problem areas that should be considered. Technically poor material, such as a home movie or a folksong, may illustrate a point more effectively than more professional presentations.

Part of the challenge of an ethnic studies course should be to teach students how to evaluate materials and how to recognize biased information of all kinds, both in and out of the classroom. Even the poorest or most misrepresentative of all materials could be used to illustrate these points, provided that the students were adequately prepared to recognize the biases and understand the reason for their inclusion.

Part of the challenge to the learning resource specialist is to assist the teacher and the student in objective and comprehensive utilization of all types of ethnic studies resources. The development of criteria and the evaluation of resources must be a continuous process involving the community, the teacher, the learning resource specialist, and the student. But more important is that this process should rightly begin with the resource specialist.

In order for such criteria to be effective, they should be developed locally and should reflect the needs of a specific situation. They should reflect the course objectives, the class level, and the background of the students and the evaluators. If several individuals or a committee are selecting materials, then each should develop criteria individually and assign priorities to them. A combined checklist of criteria should then be made and utilized by the entire group. Common areas of concern should be given the most attention, but no single criterion should be ignored. Each evaluator should attempt to identify and eliminate personal biases for evaluation.

Although no set of evaluational criteria will cover all situations, grade levels, or types of learning resources, there are some areas of general concern. The following questions may facilitate the development of more comprehensive and specific criteria at the local level.

Specific Evaluational Criteria

Who produced the work being evaluated and why? Is the aim or purpose stated or obvious, and if so is it consistent with the course objectives? Does the material achieve its stated purpose? Is there an implied message that contradicts the stated one?

Are supplemental activities, handouts or teacher guides included? Is a method of determining the effectiveness of the material suggested?

What is the reading skill and concept load of this material? Can the average student read the print material, and if so will he or she understand the concepts behind the words?

Is the material intended to be cognitive or affective? Does affective material purport to teach an awareness of inter-group or intra-group differences? Does the material try to build positive attitudes and acceptance of others? If so, how? Does the material try to convey feelings, invoke empathy or sympathy, or develop inter-group or inter-personal awareness? Does cognitive material contain hidden undesirable affective messages?

Are events distorted because certain factors or events are left out? If so, is the distortion the aim of the producer or is it an oversight which can be corrected in a classroom presentation? Are controversial points open or closed? Do they lead to discussion or do they present a closed stand on the issue?

Does the material present typical or atypical situations? Does it address itself to real problems and real people, or only heroes? Is the work innovative?

Is the material pluralistic or ethnocentric? Does the work reflect the pluralistic, multi-ethnic nature of our society, both past and present? Does it acknowledge and present a variety of life styles or just one stereotypical one? Are group contributions mentioned in such a way as to build unity or divisiveness?

When referring to foreign countries or the homeland of immigrants, how does this work address these places? Are only the negative aspects of foreign countries given (i.e., why the emigrants left), and the positive points ignored? Are only the differences pointed out when dealing with foreign places? Are the similarities ignored? Does the material demonstrate cultural differences as being foreign to America, or does it show the same differences as also present in this country? Are American ethnic groups treated as such or as "foreigners"?

Does the work point out that every country has ethnic groups, not just America?

Is the "dignity of man" maintained? Is the universalism of man pointed out along with the differences between men? Is the work's tone non-desecrating? Does it appear to look down on any group? Are there loaded words in the text such as "backward", "primitive", "savage", and "uncivilized"?

Is the material guilty of selective perception in that the best (or the worst) stereotypes are presented, particularly in visuals? If generalities or stereotypes are used, are value judgments put on them (i.e., being a modern American is necessarily better than being a simple villager or farmer, etc.), the "my stereotype is better than yours" syndrome?

Special Problems

For highly technical material, a content specialist should be asked to check the accuracy of the material. In addition, the material should be considered in relation to any special needs or constraints that might exist.

How does this work correspond to your time constraints? Is it too long or too short? Can it be broken up into classroom-size parts? Is the work worth the time and money? Is it readily available and easy to use?

Media or specialized material such as games should be rated on technical quality if the technical areas affect the delivery of the message. (Kleg, 1971 & 1972.)

Self Evaluation

What is your own frame of reference in evaluating this work? Do you feel technically qualified to evaluate the technical content of this work?

In view of your own biases and prejudices, do you feel you have evaluated this work objectively? Did you take items out of context or overreact to details that, when considered in proper context, would not be offensive?

Are there parts of this work that you might want to re-evaluate because your personal likes, dislikes or prejudices may have influenced your objectivity more than they should have?

Summary Criteria

Reviewing your personal objectives and criteria priorities, how well do the objectives of this work coincide with your most important priorities and objectives? If the material is non-offensive, was this achieved through a watering-down of the content to a point where important concepts are lost or distorted?

Itemizing all the good and bad points, how does this work stack up? Can you overcome the bad points in a classroom situation? Does the good outweigh the bad? Can the bad portions of this work be used to sensitize the class to develop their own evaluational standards? (Is it a good example of a bad example?) Can it be used to contrast good material?

In one or two words, how would you describe the overall quality; the overall accuracy of the work?

What specifically will be gained if this work is used? What will be the problem areas encountered if this work is used?

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